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ABSTRACT

The study reported here examined the needs of single parents and homemakers in Hawaii for vocational education. Data from a questionnaire completed by 273 single parents/homemakers indicated that most were female and either divorced, separated, or widowed. One-fourth of the sample earned less than $500 monthly. Nearly 90 percent had completed high school, and 22 percent were currently enrolled in a community college program. The major barriers to completing postsecondary education cited were lack of funds and lack of child care. Fifty-one percent were employed. The respondents expressed particular need for training in how to present their skills, support themselves through college, find their job skills, and obtain needed training. The more immediate needs mentioned by respondents were living expenses, housing, child care, legal information, career counseling, and job training and placement. Interviews with chancellors at local community college indicated that approximately 2,194 single parents/homemakers were currently enrolled in a community college. Although some special programs geared toward the needs of single parents/homemakers do exist, lack of access and child care, fragmented services, and services that miss the mark are still a problem. (Appendixes to this report include a review of recent literature on single parents/homemakers and the interview schedules and questionnaires used in the study.) (NB)

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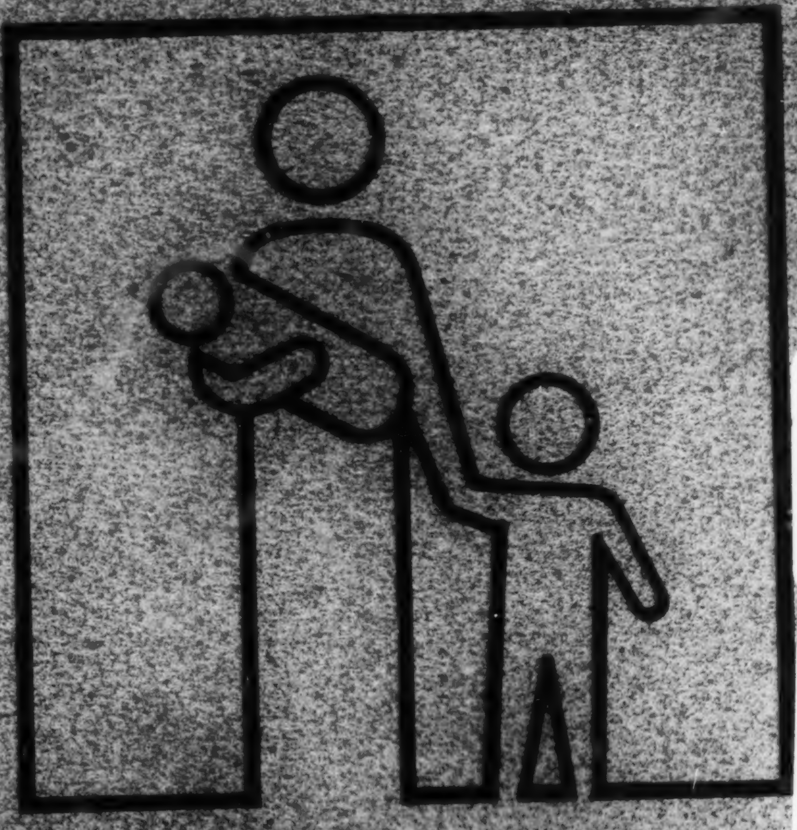
Single Parents/Homemakers in Hawaii: A Study of Vocational Education Needs



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State Board for Vocational Education

Office of the State Director for Vocational Education

SINGLE PARENTS/HOMEMAKERS IN HAWAII:
A STUDY OF VOCATIONAL EDUCATION NEEDS

Submitted by:

Hawaii Interviewing
Bernard Ostrowski, Director
March 1986

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MAHALO NUI OI

TO THE 311 SINGLE PARENTS/HOMEMAKERS
WHO RETURNED VOCATIONAL EDUCATION NEEDS ASSESSMENT QUESTIONNAIRES

TO THE COMMUNITY COLLEGE ADMINISTRATORS WHO PROVIDED INTERVIEW DATA:

Oahu

- Kathleen Damon, Leeward Community College
- Hiroshi Kato, Windward Community College
- Ralph Ohara, Kapiolani Community College
- Sandy Sakaguchi, Honolulu Community College

Neighbor Islands

- Sharon Chiba, Kauai Community College
- Sue Coyle, Maui Community College
- Betty Reimer, Hawaii Community College

TO THE SERVICE AGENCY ADMINISTRATORS WHO PROVIDED INTERVIEW DATA:

Oahu

- Shelly Asato, YWCA of Oahu
- Denise Brant, Job Training Partnership Program (Honolulu)
- Mary Chong, Dept. of Social Services and Housing (Oahu)
- Sena Gates, Single Parent Family Advocacy Network (SPAN)
- Barbara Morgan, People Attentive to Children (PATCH)
- Charlene Naku, Big Brothers/Sisters of Honolulu, Inc.
- Winnona Rubin, ALU LIKE (main office)
- Rollie Smith, Catholic Charities
- Amy Watts, Pono Pohai (Salvation Army)

Big Island

- Michael Galvin, JTPA Employment Preparation Project
- Carl Hild, Hawaii Island Teen Services-Kona
- Lloyd Kaneshiro, Family Support Services, Inc.
- O.B. O'Brien, Hawaii Planned Parenthod
- Allegra Perhaes, Family Crisis Shelter

Maui

- Laurie Antonio, Maui Family YMCA
- Kazuichi Hamasaki, Dept. of Social Services and Housing (Maui)
- Barbara Hanchett, Queen Liliuokalani Children's Center
- Rachael Kamakana, ALU LIKE (Molokai)
- Clayton Yoshida, ALU LIKE (Maui)

Kauai

- Mabel Fujiuchi, Kauai Economic Opportunity, Inc.
- Paula-Ray June, YWCA Women's Resource Center
- Georgia Meyer, Dept. of Social Services and Housing (Kauai)
- Ann Odan, Job Training Partnership Program (Kauai)

TO THOSE WHO PROVIDED DEMOGRAPHIC DATA:

- Amy Brown, Adolescent Family Life Project
- Neal Oyiama, hawaii Health Surveillance Project
- Sharon Sutter, MCHB-Office of Family Planning
- Moreen Yono, DSSH, Research Branch
- Ken Yoshida, Dept. of Health, Mental Health Division

TO THOSE WHO PROVIDED RESEARCH ASSISTANCE:

- Yvonne Custodio
- Joyce Watson

FOR WORDPROCESSING:

- Mark Rohe

THE COVER IMAGE

- is the logo for the
Hawaii Health Department
WIC (Nutrition) Program

By 1990 half of all
American Families
may be headed
by only one adult

...*Newsweek*
July 15, 1985

INTRODUCTION

The Carl Perkins Vocational Education Act of 1984 mandates, among other things, a state-by-state assessment of the vocational education needs of single parents and homemakers.

In June of 1985, Hawaii Interviewing was contracted by Hawaii's Office of the State Director for Vocational Education to conduct such a study in Hawaii. More particularly, the study was to focus on the need for vocational education services at the Community College level.

This document is a report of the contracted activities, the findings that emerged, and the recommendations that seemed, to Hawaii Interviewing, to open the most options for single parents/homemakers. The opinions expressed in this document, and in particular, those expressed in the recommendation section, are those of Hawaii Interviewing, and not necessarily those of the State Board for Vocational Education, or of the Office of the State Director for Vocational Education.

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March 15, 1986

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	RESPONDENTS GROUPED BY:							
	1.	2.	3.	4.	5.	6.	7.	8.
TYPE OF DATA	All Respondents Combined	Single Parents/ Homemakers	Source of Respondents	Geographic Area	Age of Respondent Children	Age of Children	Employment Status	Benefit Status
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EXECUTIVE SUMMARY

Single Parents/Homemakers In Hawaii:
A Study of Vocational Education Related Needs

EXECUTIVE SUMMARY

In this executive summary, a brief overview is given of the major portions of the final report. First, the Background and Focus of the Study are given, followed by some important Definitions and a discussion of the 24 Questions for Assessment the study sought to answer. Following that, the Methods and Limitations of the study are sketched. The Findings are then given as answers to the "Questions for Assessment", and after that, the major Conclusions are presented, along with a listing of specific Recommendations. The summary ends with excerpts from single parent/homemakers' open-ended comments "In Their Own Words".

Background

The Carl Perkins Act of 1984 not only replaced the Vocational Education Act of 1963 as the major federal legislation governing vocational education, but it replaced a longstanding philosophy of what Vocational Education is all about. Since the very earliest federal legislation governing vocational education in 1919, the Smith-Hughes Act, what vocational education was all about was quite clear. It was about developing and supporting the heavy industry portion of the economy.

While there was some slipping away from this philosophy in the Vocational Education Ammendments of 1976, with Carl Perkins came a landslide. Under Carl Perkins, the philosophy is to "make vocational education programs accessible to all persons" and to "give the nation's workforce marketable skills", (usually meaning high technology rather than heavy industry type work).

Single parents and homemakers are singled out in Carl Perkins legislation as a specific population for whom vocational education must be made available. In fact, appreciable funds are set aside to be spent for this, and only this purpose (Title II, Article 401.55).

Focus of the Study

The present study was commissioned to provide systematic data on the vocational education and related needs of single parents/homemakers in Hawaii, so that those needs can be clearly identified and effectively met. Post-secondary vocational education needs are especially stressed.

Definitions

Single Parent is defined in the Carl Perkins Act as an individual who: 1) is unmarried or legally separated from a spouse, and 2) has a minor child or children for which the parent has either custody or joint custody.

Homemaker is defined in the Carl Perkins Act as an individual who 1) is an adult, and 2) has worked as an adult primarily without remuneration to care for the house and family, and for that reason has diminished marketable skills.

Questions for Assessment

From a review of the recent literature on single parents/homemakers and in consultation with the State's Sex Equity Coordinator, twenty-four specific questions for assessment were developed; nine of them concerning Single Parents/Homemakers per se (e.g. frequency and geographic distribution in the State; personal, family, and economic characteristics of those in the study; their educational background, current enrollment and institution of enrollment; their current employment; benefit status; training needs and other needs.

Another seven questions dealt with comparisions among various Groups of Single Parents/Homemakers; e.g. the characteristics and outcomes in which single parents/homemakers differed by age, by geographic area, by age of children, by employment status, by benefit status, and by source of respondent (i.e. whether from Community College, SPAN, or Other Agency).

And yet another four questions were asked concerning Hawaii's Community Colleges: the number and characteristics of the single parents/homemakers they serve, the "special" services they provide, the needs they see most pressing, and the procedures/ programs/services they suggest for meeting their needs.

And finally, there were four questions concerning Selected Service Agencies, i.e. agencies which provide services to single parents/homemakers. Those questions dealt with the number and characteristics of their single parent/ homemaker needs they see as most pressing, and the Community College(s) to which they refer single parents/homemakers for services.

Methods

To answer these "Questions for Assessment":

- -The recent literature on Single Parents/Homemakers was reviewed;
- -Demographic and related items were gathered from existing data bases;
- -A needs assessment survey questionnaire was developed and administered;
- -An interview schedule for Community College Administrators was developed and administered; and
- -An intereview schedule for Service Agency Administrators was developed and administered.

Hawaii Interviewing developed the survey and interview instruments listed above, in cooperation with the State's

Sex-Equity Coordinator. It had major responsibility, however, for collecting and analyzing the data, and for writing the final report. The author conducted the Community College and Agency interviews personally, and assumes sole responsibility for the analysis, the conclusions, and the recommendations of this report.

Limitations

The major strength of this study is the variety and intensity of the data collection, especially since almost no statewide data now exist; the study's major limitation, however, was in the difficulty in obtaining data from single parents/homemakers. As will be seen in Chapter VI (page 101), their overall response rate was quite low (with 273 useable questionnaires returned out of 1336 distributed, or about 20%). Moreover, because of the decision to sample "near the services" rather than from the general population (again because of the poor response rate that could be anticipated) interpretation from the single parent/homemaker survey data should be made with special care.

A major limitation of the interview (and demographic) data was the ambiguity of the term "homemaker". While it was easy enough to define "on paper"; in the interview, the conversations almost always "slid" over to the single parent. Moreover, almost no one uses that construct, and virtually no one keeps data that way (yet?). The bottom line, for this report, is that while the study was designed to be a Single Parent/Homemaker Vocational Education Needs Assessment, in implementation, much more emphasis was given to single parent than to homemaker issues.

Findings

Detailed answers to the study's 24 "questions for assessment" are given in Chapter VII, page 289). A brief summary of those answers is given below.

Single Parents/Homemakers: The Total Sample

Number:	273 single parents/homemakers returned completed questionnaires.
Personal Characteristics:	These respondents tended to be female (92%), Caucasians (44%), between 30 and 39 years of age (31%).
Family Characteristics:	The large majority were divorced, separated, or widowed (65%), with school aged children (56%). Most were single parent (82%); only about 20% were homemakers.
Economic Characteristics:	A quarter of the sample reported monthly incomes of less than $500/month; 30% reported monthly incomes of between $500 and $1,000/month; and about 35% reported monthly incomes in excess of $1,000/month.
Education:	(Past) Nearly 90% of the sample reported completing high school. About 20% reported completing a four year college program; and about 15% reported completing a Community College Program. (Present) 22% of the sample were currently enrolled in a Community College Program and about 2% were currently enrolled in a four year college or university. Most (8%) had "general" majors such as Social Science, Humanities, or Liberal Arts; about 6% each majored in Health, Business, and Vocational Education; about 1% majored in Education. (Future) 48% of the sample expressed an intereest in enrolling in a four year college (in a major other than liberal arts), 42% expressed an interest in enrolling in a trade or Business School, and about 40% expressed an interest in enrolling in a Community College Program (in a liberal arts or traditionally female voc. ed. program). (Impediments) The major impediments the respondents saw to continuing their education were lack of funds (74%) and lack of child care (55%).

Employment: (Present)
Just about half of the respondents were currently employed (51%), with aobut 32% employed full-time.

Most (21%) were employed as laborers, clerks, or sales persons. About 10% each were employed in management/business/ professional type jobs and in human service/medical jobs. Less than 1% (0.7%) were self-employed.

(Future)
Nearly 60% of the respondents expressed an interest in human service jobs (58%) and around 40% expressed an interest in each of the following: Self-Employment; Public Services; and Business. Ten to 15% expressed an interest in agriculture, trade/technology, and secretarial jobs.

Training Needs: (Career Training)
The respondents expressed a particular need for training in:
- How to present their skills (56%)
- How to support themselves through College (47%)
- How to find their job skills (43%), and
- How to obtain needed training (41%)

(Other Training)
They also expressed a need for training in :
- Personal Growth (59%)
- Surviving on a budget (55%)
- How to obtain adequate housing (44%), and
- How to understand bureacratic regulations (44%)

Immediate Needs: The respondents identified some of their more immediate basic needs:
- Living Expenses (55%)
- Housing (44%)

Some of their immediate support needs:
- Child Care (45%)
- Legal Information (32%), and

Some of their immediate career needs:
- personal development (51%)
- Career counseling (38%)
- Job Placement (35%), and
- Job Training (33%)

Single Parents/Homemakers: Group Comparisons

Single Parent Homemaker Status Groups:

- There were 225 single parents and 55 homemakers in the sample

- Significantly more single parents:
  - -were employed (58% vs. 42%)
  - -were employed full-time (36% vs. 0%)

- Significantly more homemakers:
  - -had monthly incomes of less than $500 (49% vs. 25%)
  - -indicated an interest in enrolling in a Community College liberal arts program (66% vs. 36%)
  - -indicated a need for training in "How to obtain necessary training" (64% vs. 40%)

Source of Respondent Groups

- There were 64 respondents from the Community Colleges, 163 form SPAN, and 46 from Other Agencies serving single parents/homemakers

- Significantly more Community College respondents (than SPAN respondents)
  - -were married (23% vs. 0%)
  - -indicated an interest in enrolling in a Community College liberal arts program (61% vs. 20%)
  - -indicated a need for training on how to:
    - -obtain training (58% vs. 31%)
    - -find their skills (64% vs. 34%)
    - -present their skills (73% vs. 47%)
  - -indicated a need for:
    - -career counseling (53% vs. 31%)
    - -job training (47% vs 23%)

- Significantly more SPAN respondents (than Community College respondents)
  - -were single parents (91% vs. 57%)

  (than Other Agency respondents)
  - -had monthly incomes greater than $1,500 (25% vs. 0%)

  (than Community College or Other Agency respondents)
  - -were employed (67% vs. 38% and 26%)
  - -were employed full-time (47% vs. 8% and 13%)
  - -received child support payments (35% vs. 14% and 9%)

- Significantly more Other Agency respondents (than Community College respondents)
  - -were single parents (89% vs. 58%()

  (than SPAN respondents)
  - -had preschool children (59% vs. 34%)
  - -were interested in enrolling in:

        - traditionally female voc. ed. programs at a Community College (63% vs. 43%)
        - other than liberal arts programs at a four year college (63% vs. 43%)
    - indicated a need for training in how to:
        - obtain training (59% vs. 31%)
    - indicated a need for:
        - job training (43% vs. 23%)
        - transportation (48% vs. 24%)

(than Community College or SPAN respondents)

- indicated the following impediments to enrolling in a formal education program:
    - lack of child care (65% vs. 40% and 45%)
    - lack of transportation (44% vs 17% and 18%0

Geographic Area Groups

- Significantly more Neighbor Island respondents:
    - received AFDC benefits (52% vs. 29%0
    - indicated an interest in enrolling in a traditionally female voc. ed. program at a Community College (60% vs. 39%)

Age Groups:

- There were 55 respondents between 18-29 years of age; 84 between 30 and 39 years of age; and 59 forty or more years of age. Seventy five respondents (27%) did not report their age.

- Significantly more 18-29 year old respondents (than 30-39 year old respondents)
    - indicated a need for training in how to obtain training (58% vs. 35%)

  (than 40+ year old respondents)
    - indicated a need to develop skills (67% vs. 39%)
    - had monthly incomes of less than $500 (46% vs. 12%)
    - received AFDC benefits (48% vs. 14%)
    - indicated an interest in enrolling at a four year college in a major other than liberal arts (62% vs. 31%)
    - indicated that "lack of funds" was an impediment to enrolling in a formal educational program (86% vs. 63%)
    - indicated a need for training in "how to support oneself through college" (62% s. 24%)
    - indicated a need for:
        - child care (69% vs. 20%)
        - living expenses (67% vs. 20%)
        - transportation (47% vs. 9%)

  (than 30-39 or 40+ year old respondents)
    - were single parents (55% vs. 26% and 7%)
    - indicated an interest in enrolling

  - -at a business or trade school (62% vs 30% and 36%)
  - -at a Community College in a traditionally female voc. ed. program (69% vs. 39% and 22%)
- -indicated that "lack of child care" was an impediment to enrolling in a formal education program (80% vs. 61% and 22%)
- -that they need training in:
  - -how to find "housing" (67% vs. 45% and 27%)
  - -how to "understand regulations" (67% vs. 38% adn 31%), and
- -that they needed housing (67% s. 41% and 24%)

- Significantly more 30-34 year old respondents (than 18-29 year old respondents)
  - -were divorced, separated, or widowed (68% vs. 44%)

  (than 40+ year old respondents)
  - -indicated that lack of funds was an impediment to enrolling in a formal educational program (61% vs. 22%)
  - -indicated a need for training in how to support oneself through college (52% vs. 24%)
  - -indicated a need for
    - -living expenses (62% vs. 37%0, and
    - -child care (55% vs. 20%)

- Significantly more 40+ year old respondents (than 18-29 year old respondents)
  - -were divorced, separated, or widowed (86% vs. 44%)
  - -had monthly incomes of more than $1,500 (29% s. 2%)
  - -live on Oahu (37% vs. 4%)
  - -completed a four year college program (32% vs. 4%)

Age of Children Groups

- There were 103 respondents with preschool children 153 with school age children, and 44 with offspring 18 years of age or older.

- Significantly more respondents with preschool children (than those with 18+ year old children)
  - -were single (39% s. 5%)
  - -were "single parents" (91% vs. 59%)

  (than those with school age or 18+ year old children)
  - -were 18-29 years of age (34% vs. 10% and 0%)
  - -indicated that lack of child care was an impediment to enrolling in a formal education program (80% vs. 50% and 16%)
  - -indicated a need for child care (63% vs. 44% and 21%)

- Significantly more respondents with school age children (than with 18+ year old children)

  - were 30-39 years old (39% vs. 9%)
  - were single parents (92% vs. 59%)

- Significantly more respondents with 18+ year olds (than with preschool children)
  - had lost financial security (61% vs. 33%)
  - were divorced, separated, or widowed (84% vs. 52%)

Employment Groups

- There were 144 employed respondents and 129 not employed respondents

- Significantly more employed respondents
  - were single parents (91% vs. 73%)
  - were divorced, separated, or widowed (77% vs. 51%)
  - had school age children (65% vs. 46%)

- Significantly more not employed respondents
  - were homemakers (41% vs. 10%)
  - worked at home (i.e. did housework) (63% vs. 35%)
  - needed to develop their skills (63% vs. 35%)
  - had monthly incomes of less than $500 (40% vs. 11%)
  - received AFDC benefits (49% vs. 21%)
  - were interested in enrolling in a Community College liberal arts program (50% vs. 30%)
  - saw fear of losing benefits as an impediment to enrolling in an educational program (45% vs. 22%)
  - indicated a need for training in how to find one's job skills (53% vs. 34%)
  - indicated a need for training in how to find appropriate training (52% vs. 32%)
  - indicated a need for job placement (44% vs. 22%)

Benefit Groups

- There were 73 respondents who indicated they received AFDC benefits and 78 who declared they received no benefits.
- Significantly more respondents who received AFDC benefits
  - were single parents (86% vs. 71%)
  - had preschool children (51% vs. 24%)
  - indicated that the following were impediments to enrolling in an educational institution:
    - lack of child care (73% vs. 495)
    - fear of losing benefits (63% vs. 8%)
  - indicated that the following were important needs:
    - child care (64% vs. 31%)
    - transportation (49% vs. 19%)

Community College Services to Single Parents/Homemakers

Number Served: An estimated 2,194 single parents/homemakers were enrolled in the State's seven Community Colleges in 1984-85.

The highest enrollments were at Kapiolani Community College and Leeward Community College (660 and 538, respectively).

The lowest number were enrolled at Kauai Community College and Windward Community College (48 and 100, respectively).

Special Programs: Special Programs in existence for single parents or homemakers in the Fall of 1984, before the Carl Perkins Act became a reality at the local level included:

-a Women In Transition program at Windward Community College,
-a special Women's Section of a Human Development Course at Hawaii Community College
-a Career Assistance for Re-Entry Students program (CARES), also at Hawaii Community College, and
-the "Yes You Can" program at Maui Community College.

Most Pressing Needs:

- Day Care was clearly the most pressing need:
  -5 of the Community College representatives interviewed saw this clearly and unambiguously
- Outreach was a second clear need
- Financial assistance was a third

Suggested Programs:

($10,000 level)

- Provide Child Care (4)
- Expand existing programs (e.g. Women In Transition) (1)
- Assess number/needs of single parents/homemakers (1)
- Fund half-time position to develop specific programs (1)

($20,000)

- Provide for Child Care (2)
- Fund full-time support/counseling position (3)
- Provide financial assistance (1)

($40,000 level)

- Provide for Child Care (3)
- Fund full-time support/counseling position (2)

- Develop Women's Center (1)
- Develop Women In Transition classes (1)

Other Agencies Services to Single Parents/Homemakers

Agencies Interviewed: Administrators from 23 different agencies serving single parents/homemakers were interviewed. Large small, urban, rural, public, and private agencies were represented e.g. the DSSH WIN Program (Statewide), the Single Parent Family Advocacy Network (SPAN), and People Attentive to Children (PATCH) on Oahu; the Family Crisis Center and the Planned Parenthood Clinic on the Big Island; the DSSH and Queen Liliuokalani Children's Center on Maui and Molokai, respectively; and the YWCA Women's Resource Center on Kauai.

Most Pressing Needs:

(Child Care)
- 20 of the 23 interviewees found it to be a "major gap" in services to single parents
- It was the overriding theme in several of the interviews

(Support Services for the Transition Off Welfare)
- "Welfare bridge needed"
- "Incremental transition off welfare needed"
- "Not enough incentives to get off DSSH"
- "If client goes on Job Training he/she loses benefits...should be somekind of gradual transition"

(Other Major Gaps)
- Transportation (7)
- Counseling/Self-Esteem development (6)
- Parenting training/Other services for younger single parents (3)

Refer To Community Colleges: All seven Community Colleges get at least some single parent/homemaker referrals. Some agencies make more referrals than others, however, and for different reasons.

- Employment Services Agencies (e.g. JTPA, ALU LIKE, YWCA Pre-Employment Program) often refer for career counseling or for a specific training program.
- Some Support Service Agencies (e.g. Big Brothers and Sisters, Family Support Services, Family Crisis Shelter) refer primarily for general education or "general improvement".

- Other Support Service Agencies (e.g. PATCH, Queen Liliuokalani Children's Center) refer single parents/homemakers for a specific support-type program (e.g. Family Day Care Classes, the "Yes You Can" Re-Entry Program, etc.)

Conclusions

Four Major conclusions emmerged from the above findings:

Child Care

The major conclusion of this report is that the need for adequate/affordable/convenient day care services among single parents is both wide spread and at the core of many problems, not least of which is the impediment it poses to the pursuit of post-secondary education.

Lack of Access

Lack of access, (economic, physical, and/or emotional) is also a major determinent to the pursuit of post-secondary education, vocational and otherwise.

Fragmented Services

The overall services provided single parents/homemakers (i.e. the combined services inside and outside the Community College system) are often fragmented, frustrating, and even fearful.

Services that Miss the Mark

The services developed and provided for single parents at the Community Colleges sometime "miss the mark", often because of inadequate outreach and/or lack of systematic single parent/homemaker input.

Mix of Strategies Required

Meeting the vocational education needs of an area will require a different "mix" of strategies, depending on whether the area has a high rate of single parents/homemakers, a higher number, or both.

Recommendations

Recommendations were developed for each of the four major conclusions presented above.

Child Care

It was recommended:

1a That funds be allocated/spent to provide child care services; (the Carl Perkins Act explicitly endorses such useage)...Title II, Article 401.55(d)

1b That more use be made of the PATCH Child Care Network on Oahu;

1c That more use be made of community agencies such as YWCA's on the Neighbor Islands;

1d That cooperative day care centers be established in or around Community College Campuses; and

1e That Honolulu Community College expand its existing day care program.

Lack of Access

It was recommended:

2a That tuition, book, lab, and tool fees be provided single parent voc. ed. students meeting a means test;

2b That transportation costs be reimbursed or partially reimbursed;

2c That assistance in arranging car pools and ride sharing networks be provided, with possible gas money and/or parking priviledge incentives;

2d That public channel cable TV be used to reach/teach isolated single parents;

2e That the cost of the cable be reimbursed for selected single parents so as to encourage networking/course participation in a given neighborhood;

2f That successful single parents be recruited as role models; and

2g That an authoritative "clearinghouse" or "hot line" be established to provide information about opportunities and to allay fears caused by misinformation.

Fragmented Services
It was recommended:

3a That a "casework model", based on the one utilized in the Adolescent Family Life Project be implemented to deal with the problem of fragmented services and the frustration it generates; and

3b That "cross training" (i.e. agency personnel train Community College personnel, and vice versa) be used to implement the casework model.

Services that Miss the Mark
It was recommended:

4a That single parents be systematically included in the development, monitoring, and evaluation of single parent services/programs at the Community Colleges;

4b That independent single parent organizations such as SPAN be approached to put together "designer task forces"; and

4c That the task force members be compensated via research credit, human services course credit, and/or funds authorized under the Carl Perkins Act.

Mix of Strategies Required
It was recommended:

5a That a higher proportion of prevention strategies be provided in areas where the rate of single parents/homemakers in the population is high, while proportionately more treatment strategies be implemented in areas where there are very high numbers of single parents/homemakers.

In Their Own Words

A sample of the open-ended responses made by single parents/ homemakers on the Needs Assessment Questionnaire (Appendix F, page 379) is given in Chapter IX. Excerpts are given below, each followed by a respondent identification number.

On Being a Single Parent

... Most of us are stuck in our situation without money or energy to get any better. After a full-time job or 2 part-time jobs we are too exhausted to go to school and better ourselves. (#145)

... Most single mothers I have talked to were not raised to pursue careers that would support a family. But a growing population of women are finding themselves divorced without the help of child support payments. (#111)

... I receive $468.00 cash from the Welfare. My rent is $415.00 a month without electric. My electric is $60-$70 each month. They have cut my foodstamps down to $155.00. I have to live on the change I get from my foodstamps. The rent is so high here. They should consider this. (#197)

... Being a breadwinner single mother is too much on one person. Being mother, homemaker, disciplinarian, breadwinner, brother and sister (to an only child) is a lot. (#148)

... I was married at 18 and a housewife for 8 years then divorced. I've been working full-time for 11 years now and trying desparately to grow but to no avail. (#132)

Welfare and Education

... It's a real struggle to be on AFDC and go to school. It seems they hve an unwritten policy to discourage women from seeking an education. It seems to me (the system should) encourage women to become educated and able to pursue careers that will support their families. (#111)

... It was my understanding that should you qualify for the supplemental grants (BEOG) that you no longer qualify for food stamps. So the way the system works, it is sort of between choosing to feed your child or educating yourself. (#153)

... I believe it is for this reason that countless people like myself lay dormant to the idea of education and find themselves accepting mediocre jobs like I have. (#153)

... I found it extremely discouraging to see State aid refused because of receiving a school grant--this perpetuates the feeling of helplessness and adds to an already overwhelming feeling of being unable to cope with working two jobs, carrying full-time school and dealing with a child that needs love and attention. (#146)

... Mostly I've been worried about losing DSSH benefits while attending KCC. (#9)

Getting Off Welfare

... I am currently working and I am making less than $700 a month. Welfare has cut me very low. It seems that with working and welfare I don't make much. Sometimes it feels like I would be better off not working because it works out the same (#205)

... Several times while receiving welfare and, I tried to become employed to get off of welfare. The difficulty was in trying to get child care services and aid for child care. I couldn't get a job wihtout child care and, but I couldn't get this aid without a job first. (#108)

... To get off welfare we need training. To get training we need transportation and child care. It's a lot but all badly needed. (#145)

... Appropriate training opportunities and alternatives to existing employment opportunities are an absolute necessity to help single parents make enough money to support their families alone. (#80)

... I work part-time and have been for one year, while still receiving welfare benefits. I am actually receiving now about $25.00 more per month than I would it I was first getting welfare and not working. If welfare is supposed to be a temporary thing, then why are the legislators making it so hard for us to get off? (#206)

... It would be an added spiritual incentive if a person knew that a decent-paying job waited at the end of training. With skilled workers being laid off at the shipyard and becoming part of the statistic called "structural unemployment", and the general trend in Hawaii being more and more low-paying service jobs and less and less good paying industrial and agricultural production jobs, the situation can be quite discouraging to someone trying to dig out of the cycle of poverty. (#146)

Going Back to School

... Although I'm very interested in returning to school at this time, I feel that the expense of child care, the transportation hassle, the strain of also carrying a full-time job, plus the expense of school would be too much for me to handle. (#90)

... My child is 2 years old and I have been almost literally helpless for the entire last 2 and a half years. I'm stuck in a miserable (hot) tenament type neighborhood (Date/McCully) and can't move because of finances...and cannot find decent child care (even at $3.25/hr.). For these reasons, the thought of the luxury of vocational education is laughable, if not tragic. It takes everything in me to "survive" and take care of this child in a society that seems to discriminate against single parents and children. (#116)

Re-Entering the World of Work

... I want to upgrade my personal skills to re-enter the job market. However, since I am on welfare I cannot attend school without losing a large percentage of my benefits. Welfare regulations are keeping me "poor and unskilled". (#144)

... After not having worked for such a long period of time, re-entering the job market is difficult and frustrating. I feel I would need help in re-evaluating my career options, identifying skills I may have or skills needed to even consider a career. It's a frightening "world of work" out there when one has been a homemaker for so long and is suddenly tossed back into having to work. (#266)

Child Care

... Child Care is probably the most crucial need that makes or breaks my attempt to return to school. (#174)

... I would like to get an education so I can get a good job. The major problem is child care cost. (#122)

... Affordable Child Care should be offered at the college site. (#144)

... Hire Child Care people to work at colleges. I'm sure many parents would attend and stay in school. (#126)

Need for Information

... There should be a hotline for information on social services. (#96)

... I am basically a self-sufficient person, but need to know what is available. (#98)

... Need available information on all kinds of benefits that are available without having to hear by word of mouth. (#142)

... I feel we need more information and programs available to new widows and divorcees. (#100)

... Should have job trades give information on training you could get into in finding a career that fits your desire or interest. (#171)

... I'm currently a student at a Community College and a single mother on AFDC. I must stress how very difficult it is to get information on how the financial aid program works for welfare mothers. (#17)

... A great help would be one center where one could go for financial, housing, and child care help. As a single parent, one often misses out on possible benefits because one is too tired out after working to run all over town, expecially on the bus. (#72)

Need for Support Groups

... Are there support groups and activitites for single parents? How do you find them? (#250)

... Single parent families need more networking and information on handling child care, education, work and study programs. (#96)

Et Cetera

... In all areas, single parent homes are needed, i.e. available homes for different size families. Homes that are affordable. (#142)

... I wish there was a counseling service to help parènt and child adjust to the problem of divorce. (#129)

... Personally, my biggest problem is attaining an affordable medical plan for my children. (#113)

... As far as jobs are concerned, I would like to see greater emphasis on self-employment. An 8-5 position is just not reasonable for single parents--their jobs need to be centered around them, not vice versa. (#47)

I BACKGROUND

The present study provides a broad assessment of Single Parent/Homemaker vocational education and related needs in Hawaii. It is funded (and required) by the current federal legislation which governs vocational education, the Carl Perkins Vocational Education Act of 1984 (PL 98-524). The Carl Perkins Act is considered by many to be a landmark statute for women, since it provides the largest set-aside of vocational training dollars targeted for female populations in U.S. history.

In this chapter, the history of federal legislation governing vocational education is briefly summarized, some details of the Carl Perkins Act are given, especially as it relates to the general, operational, and budget requirements for the State of Hawaii. The purpose of the study is then stated, and a listing of the specific "questions for assessment" provided.

FEDERAL LEGISLATION

Early Legislation. The first of a continuing program of legislation providing for vocational education was the Smith-Hughes Act of 1917, which established vocational education programs at the secondary and post secondary levels. The world of work has changed appreciably in the sixty-nine years since Smith-Hughes, e.g. the quiet revolution in the composition of the work force as women have entered in unprecendented numbers, and the not so quiet revolution as "high technology" restructures the type, level, distribution, and stability of the work world as we know it. Until relatively recently, however, neither the legislative philosophy nor the funding focus has changed very much from the original emphasis on industrial (and, for the most part, male-oriented) vocational occupations. In 1976, however, Congress amended the Vocational Education Act of 1963 and, for the first time, directed both funding and programs to eliminate sex-bias and sex stereotyping in vocational education. The

Amendments also created a staff position in each State, the Sex Equity Coordinator, to oversee the State's efforts to reduce the barriers in the system for women and girls.[1]

The Carl Perkins Act. In October of 1984, the Carl Perkins Vocational Education Act replaced the Vocational Education Act of 1963, as amended in 1976. Essentially, it redesigned the Nation's federal vocational education program. The Act establishes federal involvement in Vocational Education around two broad themes:[2]

1) Making vocational education programs accessible to all persons,
2) Improving the quality of vocational education programs in order to give the nation's workforce the marketable skills needed to improve productivity and promote growth.

The Carl Perkins Act has five major subparts, or titles, which deal with the allocation of funds (Title I), with basic State vocational grants (Title II), with a number of Special State programs (Title III), with national Vocational Education programs (Title IV), and with definitions and procedures relevant to the act (Title V). (See Figure 1.0, page 23).

Most pertinent to the present report are The State Vocational Education Programs authorized by the Title II (the Basic State Grants) and Title III (Special Programs). These programs are summarized briefly in Figure 1.1 (page 24). In Figure 1.1 we see that the Basic State Grants have two parts: a Vocational Education Opportunities Program (Part A) and a Vocational

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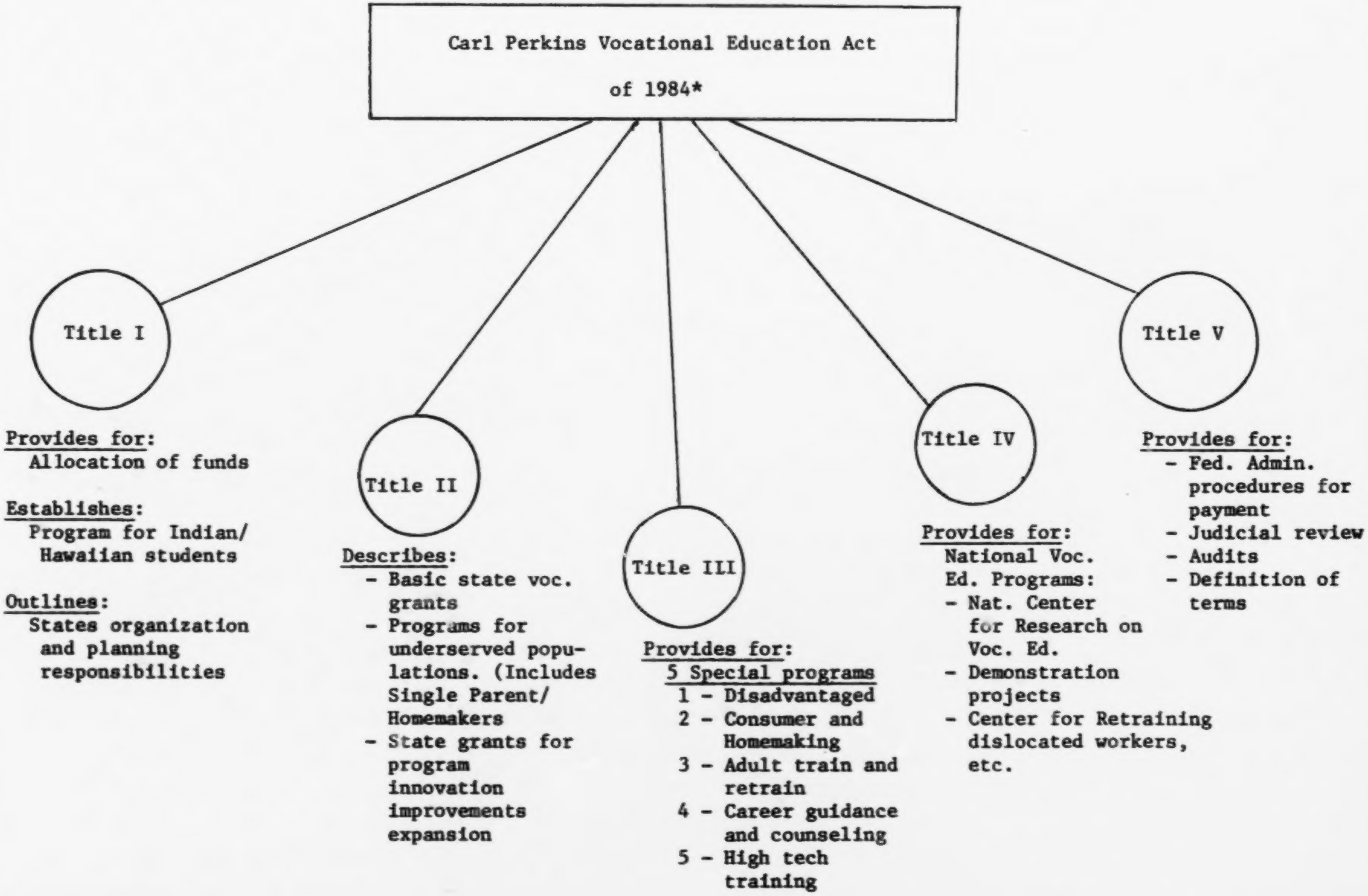
1) Excerpted from: The Carl Perkins Vocational Education Act "A Sex Equity Analysis", Cynthia Maranu, Women's Work Force Network, Wider Opportunities for Women; Washington, D.C.; January 1985.

2) "Department of Education: Rules and Regulations", Federal Register; Friday, August 16, 1985 (p. 33226).

Figure 1.0



Title I

Provides for:
Allocation of funds

Establishes:
Program for Indian/Hawaiian students

Outlines:
States organization and planning responsibilities

Title II

Describes:
- Basic state voc. grants
- Programs for underserved populations. (Includes Single Parent/Homemakers
- State grants for program innovation improvements expansion

Title III

Provides for:
5 Special programs
1 - Disadvantaged
2 - Consumer and Homemaking
3 - Adult train and retrain
4 - Career guidance and counseling
5 - High tech training

Title IV

Provides for:
National Voc. Ed. Programs:
- Nat. Center for Research on Voc. Ed.
- Demonstration projects
- Center for Retraining dislocated workers, etc.

Title V

Provides for:
- Fed. Admin. procedures for payment
- Judicial review
- Audits
- Definition of terms

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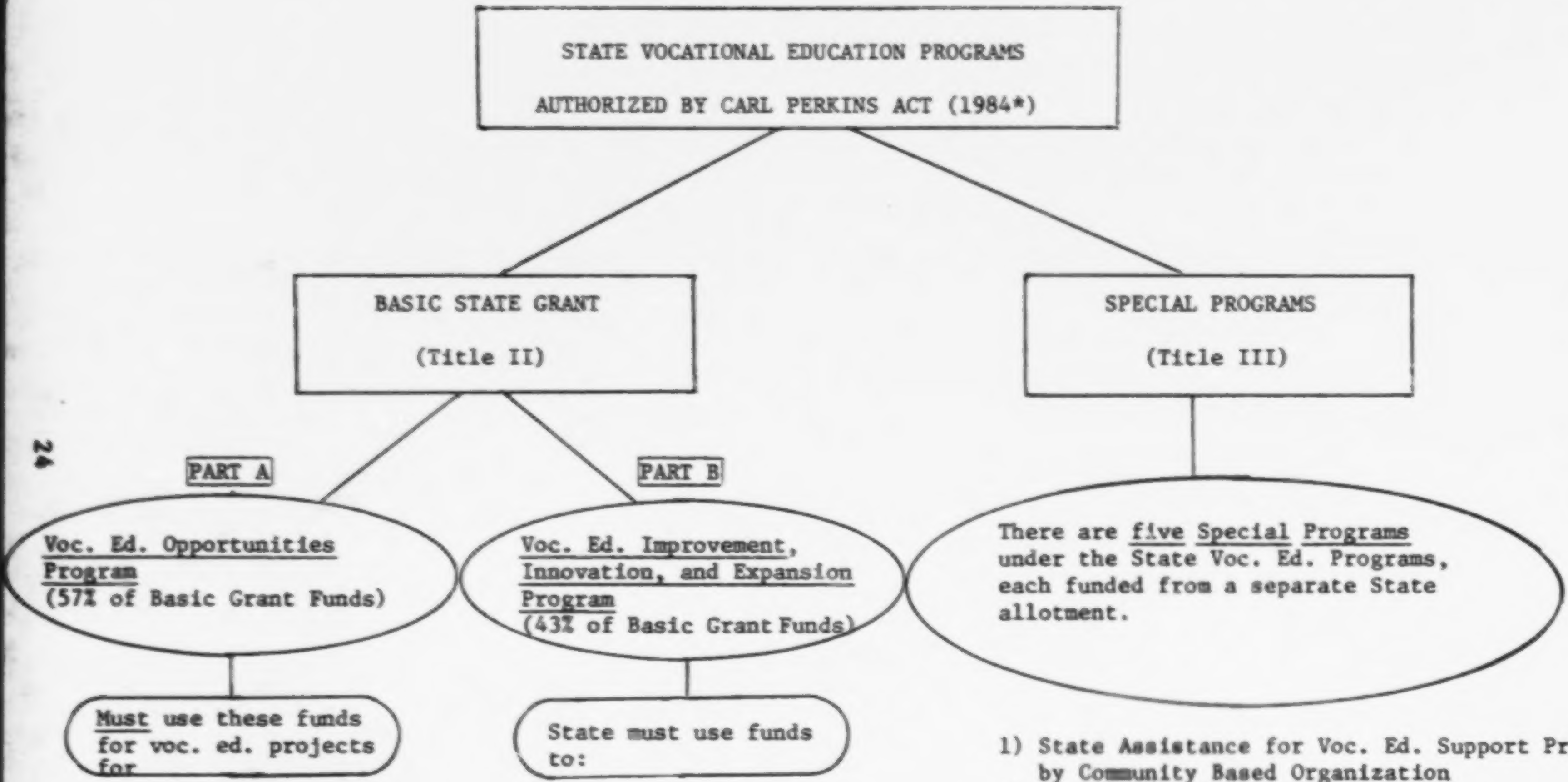
* SOURCE: The Carl Perkins Vocational Education: A Sex Equity Analysis; Cynthia Marano; WOW Inc.; 1985.

Figure 1.1


STATE VOCATIONAL EDUCATION PROGRAMS
AUTHORIZED BY CARL PERKINS ACT (1984*)
BASIC STATE GRANT
(Title II)
SPECIAL PROGRAMS
(Title III)
PART A
PART B
Voc. Ed. Opportunities Program
(57% of Basic Grant Funds)
Voc. Ed. Improvement, Innovation, and Expansion Program
(43% of Basic Grant Funds)
There are five Special Programs under the State Voc. Ed. Programs, each funded from a separate State allotment.
Must use these funds for voc. ed. projects for
State must use funds to:

- handicapped (10%)
- disadvantaged (22%)
- single parents/homemakers (8.5%)
- adults in need of training (12%)
- persons in projects designed to eliminate sex bias and stereotyping (3.5%)
- criminal offendent serving in Correctional Institutions (1%)

- expand
- improve
- modernize
- or develop

high quality voc. ed. programs.
They are given a broad variety of program choices to accomplish this.

1) State Assistance for Voc. Ed. Support Programs by Community Based Organization
2) Consumer and Homemaker Ed.
3) Adult Training, Retraining, and Empl. Development
4) Comprehensive Career Guidance and Counseling; and
5) Industry-Education Partnership for Training in High Tech.

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* SOURCE: Federal Register, Friday, August 16, 1985 (pg. 33226)

Education Improvement, Innovation, and Expansion Program (Part B). The former is allocated (set aside) 57% of the Basic Grant funds that become appropriated (available) for the State; moreover, a percentage of the Basic Grant funds are set aside for each of the specific populations listed in the legislation; e.g. 10% of the Basic Grant funds appropriated for this State under the Carl Perkins Act must be used for vocational education programs for the handicapped; 22% must be used for the disadvantaged; 8.5% must be used for Single Parents and Homemakers, 3.5% must be used for persons in projects designed to eliminate sex bias and stereotyping; etc.[3] Part B of Title II requires that 43% of the Basic Grant be used to expand, improve, modernize, or develop high quality vocational programs. While the States are given a broad variety of choices in how to go about this, a particular emphasis is placed on high technology. Emphasis is also directed at the development of new programs and intensified training efforts in economically depressed areas.

Title III addresses Special Programs, it provides separate authorizations for consumer and homemaking education, adult training and retraining, community-based organizations, high technology, and career guidance and counseling. Apparently NO funds will be allocated under this title in the near future, and if they are, the likely recipients would be consumer and homemaking programs.

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3) These latter two figures (the 8.5% for Single Parents and the 3.5% for participants in sex equity programs) combine to constitute the largest set aside of vocational training dollars targetted to female populations in U.S. history.

STATE ADMINISTRATION[4]

General Requirements. To qualify for the State allotments under Title II and Title III of the Carl Perkins Act (see above), the State of Hawaii is required to establish a State Board for Vocational Education and a State Council on Vocational Education. It is also required to provide periodic documents, reports, and assurances that programs are being planned, implemented, and evaluated. Figure 1.2 (page 27) provides a quick overview and shows the complex relationships among the boards, councils, and offices. It is important to note that the University of Hawaii Board of Regents, through State Law, has been designated as the State Board for Vocational Education. Hawaii is the only state where the Regents of the state university exercise this power. The primary power and authority of the State Board include: 1) doing all things necessary to receive federal funds, 2) distributing and accounting for the use of these funds, and 3) carrying out the spirit, purposes, and provisions of the Federal Vocational Education Act.

Operational Considerations. While the State greatly exceeds the Federal Government in the support of vocational education in Hawaii[5] the efforts to meet federal provisions influence its programs greatly, e.g.

-The Office of the State Director of Vocational Education is required to develop a Multi-Year State Plan for Vocational Education with the assistance of representatives from various other agencies and groups involved in vocational education.

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4) Large portions of this section are taken verbatim from the State Board for Vocational Education's Vocational Education Update, Office of the State Director for Vocational Education, University of Hawaii; June 1985 (page 4-5). Readers are urged to consult that document for further detail.

5) In 1984, the State Government spent about $17 million to support occupational programs and services in the State, and other Federal Government supplemented this effort with about $2.8 million, about an 83% to 17% split.

Figure 1.2

Organization Chart of Vocational Education in Hawaii

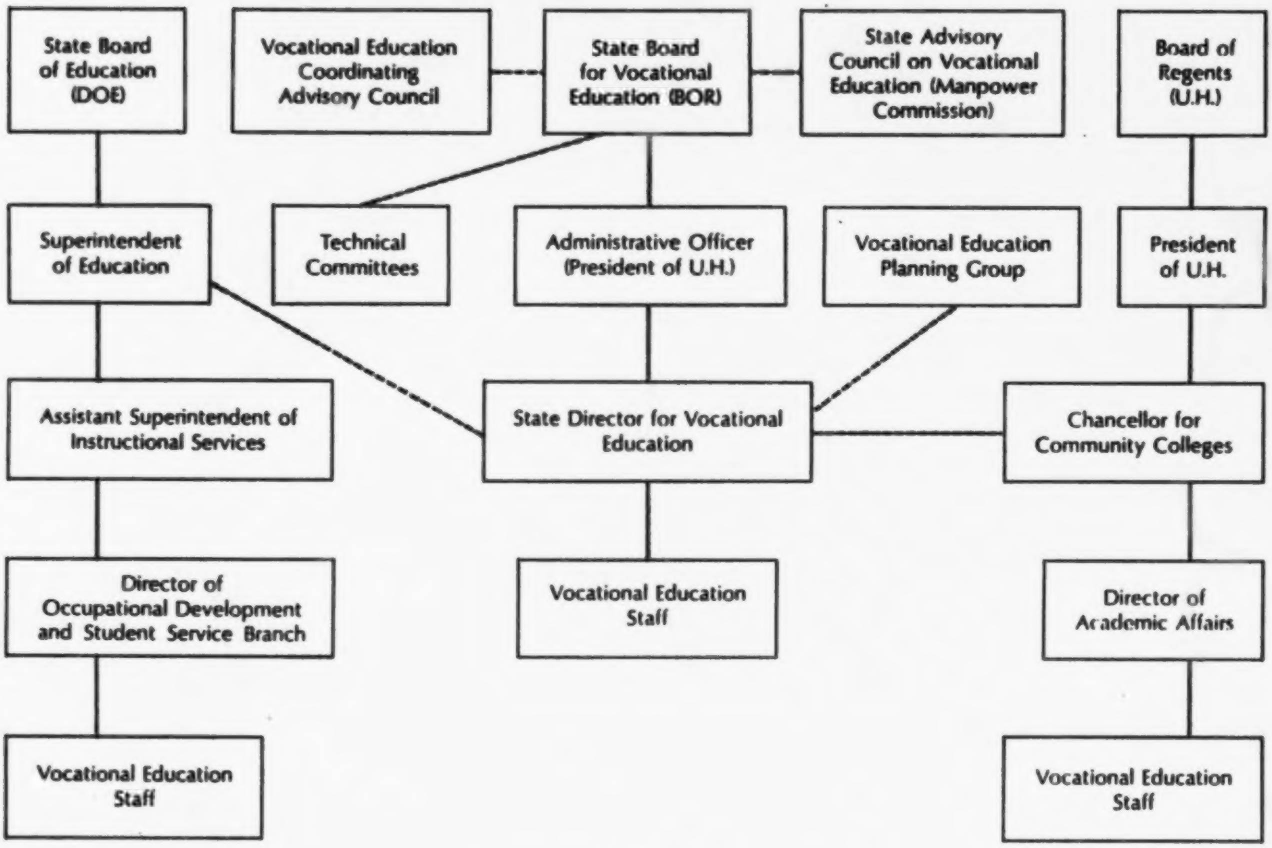
State Board of Education (DOE)
Vocational Education Coordinating Advisory Council
State Board for Vocational Education (BOR)
State Advisory Council on Vocational Education (Manpower Commission)
Board of Regents (U.H.)
Superintendent of Education
Technical Committees
Administrative Officer (President of U.H.)
Vocational Education Planning Group
President of U.H.
Assistant Superintendent of Instructional Services
State Director for Vocational Education
Chancellor for Community Colleges
Director of Occupational Development and Student Service Branch
Vocational Education Staff
Director of Academic Affairs
Vocational Education Staff
Vocational Education Staff

Table 0.1

STATE EXPENDITURE PLAN
SUMMARY OF FEDERAL FUNDS FOR VOCATIONAL EDUCATION
FY 1986

	Secondary	Postsecondary	Adult	State Board	Total
TITLE I - ADMINISTRATION NATIVE HAWAIIANS (See Native Hawaiian State Plan)					
TITLE II - BASIC STATE GRANT ADMINISTRATION				262,122	262,122
PART A - VOCATIONAL EDUCATION OPPORTUNITIES					
1. Handicap	248,526	62,132	-	-	310,658
2. Disadvantaged	341,723	341,723	-	-	683,446
3. Adult Training & Retraining	-	372,789	-	-	372,789
4. Single Parent & Homemakers	-	264,059	-	-	264,059
5. Sex Stereotyping	-	-	-	108,730	108,730
6. Criminal Offenders	15,533	15,533	-	-	31,066
Total - Part A	605,782	1,056,236	-	108,730	1,770,748
PART B - PROGRAM IMPROVEMENT, INNOVATION & EXPANSION					
1. Programs	893,140	442,687	-	-	1,335,827
Total - Part B	893,140	442,687	-	-	1,335,827
Total - Title II	1,498,922	1,498,923	-	370,852	3,368,697
TITLE III - SPECIAL PROGRAMS					
1. Consumer & Homemaking	127,303	-	-	-	127,303
a) Depressed Areas	-	-	-	-	-
b) Other	-	-	-	-	-
2. High Technology	40,000	40,000	-	-	80,000
3. Adult & Postsecondary	-	140,000	-	-	140,000
a) Adult Training	-	-	-	-	-
b) Single Parent & Homemakers	-	-	-	-	-
4. Community-Based Organizations	-	-	-	80,000	80,000
5. Guidance & Counseling	2,000	2,000	-	-	4,000
Total - Title III	169,303	182,000	-	80,000	431,303
Grand Total	1,668,225	1,680,923	-	450,852	3,800,000

-Once the State Plan draft is completed, public hearings must be held in each county.

-Federal funds under the Carl Perkins Act are to be expended in a manner consistent with the priorities established in this Multi-Year State Plan.

-The Office of the State Director for Vocational Education is to oversee the administration of the plan and the president of the University of Hawaii is to provide supervision and the necessary administrative liasion between the policy body and the staff.

-The implementation of the State plan programs and activities is to be carried out by the State Department of Education and the University of Hawaii Community Colleges. (Vocational programs are offered in all 39 high schools and at all of the seven Community Colleges).

Budget Considerations. The State Expenditure Plan for Federal Funds for Vocational Education (FY 1986) is summarized in Table 0.1 (page 28). This summary comes from Hawaii's Multi-year State Plan for Vocational Education, referred to above. It was submitted by the Office of the State Director for Vocational Education on April 1, 1985 and so does not reflect some additional funds appropriated by Congress since then. Note in Table 0.1, that the primary funds of interest in this report, funds for Single Parents and Homemakers, are listed under "Post Secondary" (Title II, Part A, item 4). For all practical purposes, the Office of the Chancellor for Community Colleges administers these ($264,000+) funds, which according to The Federal Register (Vol. 50, No. 159, Friday, August 16, 1985, Rules and Regulations, p. 33243) may be used only to:

a) Provide, subsidize, reimburse, or pay for vocational education and training activities, including basic literacy instruction and necessary educational materials, that will give single parents or homemakers marketable skills;

b) Make subgrants to eligible recipients for expanding vocational education services where this expansion directly increases the eligible recipients' capacity for providing single parents or homemakers with marketable skill;

c) Make subgrants to community-based organizations for the provision of vocational education services to single parents or homemakers, if the State determines that a community-based organization has demonstrated effectiveness in providing comparable or related services to single parents or homemakers...

d) Make vocational education and training programs more accessible to single parents or homemakers by assisting them with child care or transportation services or by organizing and scheduling those programs so that they are more accessible, or

e) Provide information to single parents or homemakers to inform them of vocational education programs and related support services.

The "Sex-Stereotyping" portion of the Title II (Part A) is also of some relevance to this report. That portion, funded at over $108,000 for 1986 (see Table 0.1), and administered by the Office of the State Director for Vocational Education for the State Board of Education, may be spent (again, according to The Federal Register), for:

1) Programs, services, and activities to eliminate sex bias and stereotyping in secondary and post secondary vocational education programs;

2) Vocational education programs, services, and activities for girls and women aged 14 through 25,[6] designed to enable the participants to support themselves and their families; and

3) Support services for individuals participating in vocational education programs, services, and activities described in paragraphs one and two above, including dependent-case services and transportation.

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[6] Emphasis added. Many of those explicitly covered by this provision (girls and women aged 14 through 25) are single parents.

PURPOSE OF THE STUDY

As mentioned above, (page 25), the Single Parent/Homemaker and Sex equity portions of the Carl Perkins Act constitute the largest set-aside of vocational training dollars targeted to female populations in U.S. history. The purpose of this study is to provide systematic data on the vocational education and support needs of Single Parent/Homemakers so that those needs can be clearly identified and effectively met. And since the bulk of those funds is, for all practical purposes, administered by Hawaii's Community Colleges, special emphasis will be placed on the need for post secondary vocational education.

QUESTIONS FOR ASSESSMENT

A number of specific "questions for assessment" was developed both from the literature search (see Appendix A, page 321) and in consultation with the Office of the State Director for Vocational Education's Sex Equity Coordinator, who was the immediate supervisor for this study.[7]

These questions include specific items about:

Single Parents/Homemakers

1) How many Single Parents/Homemakers are there in Hawaii?
2) How are they distributed geographically?
3) What are their major personal and family backgronds?
4) What are their economic and educational backgrounds?
5) What are their interests in educational enrollment/what are their impediments?
6) In what institutions/majors do they tend to enroll?

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7) Berlyn Nishimura was the Sex Equity Coordinator at the inception of this study. Barbara Tavares assumed those duties in October, 1985.

7) What are their employment interests/achievements? What "benefits" do they receive?

8) What are their training needs?

9) What are their "immediate" needs?

Subgroups of Single Parents/Homemakers

10) What are some major differences between single parents and homemakers?

11) Are there differences among single parents/homemakers from Community Colleges, the Single Parent Family Advocacy Network (SPAN), and from Other Agencies serving single parents/homemakers?

12) Are there differences among single parents/homemakers from different geographic areas in the State?

13) Are there differences among single parents/homemakers from different age groups?

14) Are there differences among single parents/homemakers with children from different age groups?

15) Are there differences between single parents/homemakers who are employed and who are not employed?

16) Are there differences between single parents/homemakers who receive benefits and who do not receive benefits?

Hawaii's Community Colleges

17) What are the numbers and characteristics of the Single Parents/Homemakers they serve?

18) What special services do they provide these populations?

19) What needs of Single Parents/Homemakers do they see as most pressing?

20) What procedures/programs/services do they suggest for meeting those and other Single Parent/Homemaker related needs?

Selected Service Agencies

21) What are the numbers and characteristics of the Single Parents/Homemakers they serve?

22) What type of services do they provide?

23) What needs of Single Parents/Homemakers do they see as most pressing?

24) To which Community College do they refer Single Parents/Homemakers? for which services?

II METHOD

In this chapter, the methods used to answer the "questions for assessment" are listed and referenced, the definitions of basic terms are given (along with the operational definition of each of the 24 assessment questions), and the major limitations of the study are presented and discussed.

METHODS

Because of the variety of methods used in this study, the report is organized so that each method is described (i.e. the sampling, data collection procedures, etc.) in a separate chapter, along with its relevant findings. These methods, along with their location in the report are listed below.

To answer the "questions for assessment" given in Chapter I:

-The recent literature on Single Parents/Homemakers was reviewed (see Appendix A, page 32);

-Demographic and related items were gathered from existing data bases (see Chapter III, page 45);

-A needs assessment survey questionnaire was developed and administered (see Chapter VI, page 101);

-An interview schedule for Community College Administrators was developed and administered (see Chapter IV, page 61); and

-An interview schedule for Service Agency Administrators was developed and administered (see Chapter V, page 71).

Hawaii Interviewing developed the survey and interview instruments listed above, in conjunction with the Sex Equity Coordinator. It had major responsibility, however, for collecting and analyzing the data, and for writing this report. The author conducted the Community College and Agency interviews personally, and assumes sole responsibility for the analysis, the conclusions, and the recommendations of this report.

Figure 2.0

Questions for Assessment Operationally Defined in Terms of Data Source: Hawaii Single Parent/Homemaker Vocational Education Needs Assessment (Fall 1985)

Question for Assessment	Data Source	Location in Report
SINGLE PARENTS/HOMEMAKERS		
1) How many Single Parents/Homemakers are there in Hawaii?	- U.S. Census (1980)	- Chapter III (p. 46)
2) How are they distributed geographically?	- U.S. Census (1980) - Hawaii Health Surveillance Project (1974) - Hawaii Department of Social Sciences and Housing (1985) - Hawaii State Mental Health Division (1985) - Adolescent Family Life Project (1984)	- Chapter III (p. 46-58)
3) What are their major personal and family backgrounds? socioeconomic, and educational backgrounds?	- Study of Vocational Education Needs Questionnaire (1985) (p. 1)	- Appendix C (p.381)
4) What are their major economic and educational backgrounds?	- (Same as above) (p. 1)	- (Same as above) (p. 381)
5) What are their interests in educational enrollment/what are the impediments?	- (Same as above) (p. 3)	- (Same as above) (p. 383)
6) In what institutions/majors do they tend to enroll?	- (Same as above) (p. 3)	- (Same as above) (p. 383)
7) What are their employment interests/achievements? What "benefits" do they receive?	- (Same as above) (p. 3/4)	- (Same as above) (p. 383)

(Cont'd)

Question for Assessment	Data Source	Location in Report
SINGLE PARENTS/HOMEMAKERS (Cont'd)		
8) What are their training needs?	- (Same as above) (p. 2)	- (Same as above) (p.382)
9) What are their "immediate" needs?	- (Same as above) (p. 2)	- (Same as above) (p.382)
10) What major differences were noted between Single Parents and Homemakers	- (Same as above) (all)	- Figure 6.0 (p. 382)
11) What major differences were noted among community College, SPAN, and other agency respondents?	- (Same as above) (all)	- Figure 6.1 (p.172)
12) What major differences were noted among respondents from different geographic areas of the state?	- (Same as above) (all)	- Figure 6.2 (p.194)
13) What major differences were noted among respondents from different age groups?	- (Same as above) (all)	- Figure 6.3 (p.216)
14) What major differences were noted among respondents with children from different age groups?	- (Same as above) (all)	- Figure 6.4 (p.239)
15) What major differences were noted between respondents who were employed and not employed?	- (Same as above) (all)	- Figure 6.5 (p.260)
16) What major differences were noted between respondents who were and who were not receiving benefits?	- (Same as above) (all)	- Figure 6.6 (p.282)
HAWAII'S COMMUNITY COLLEGES		
17) What are the numbers and characteristics of the single parents/homemakers they serve?	- Office of the Chancellor for Community Colleges Single Parent/Homemaker Enrollment Study (1984-85)	- Chapter IV (p. 64)

(Cont'd)

Question for Assessment	Data Source	Location in Report
HAWAII'S COMMUNITY COLLEGES (Cont'd)		
	- Community College Interviews (1985) (p. 1)	- Appendix B (p.358)
18) What special services do they provide these population?	- Community College Interviews (1985) (p. 1)	- Appendix B (p.358)
19) What needs of single parents/homemakers do they see as most pressing?	- (Same as above) (p. 3)	- (Same as above) (p.360)
20) What procedures/programs/services do they suggest for meeting those and other single parent/homemaker related needs?	- (Same as above) (p. 2)	- (Same as above) (p.259)
SELECTED SERVICE AGENCIES		
21) What are the numbers and characteristics of the single parents/homemakers they serve?	- Agency Interviews (1985) (p.1)	- Appendix E (p.272)
22) What types of service do they provide?	- (Same as above) (p. 1)	- (Same as above) (p.272)
23) What needs of single parents/homemakers do they see as most pressing?	- (Same as above) (p. 1)	- (Same as above) (p.272)
24) To which Community College(s) do they refer single parents/homemakers? for which services?	- (Same as above) (p. 3)	- (Same as above) (p.274)

DEFINITIONS

Single Parent. Single Parent is defined in the Carl Perkins Act as an individual who 1) is unmarried or legally separated from a spouse, and 2) has a minor child or children for which the parent has either custody or joint custody.[1]

Homemaker. Homemaker is defined in the Carl Perkins Act as an individual who 1) is an adult, and 2) has worked as an adult primarily without remuneration to care for the house and family, and for that reason has diminished marketable skills.[2]

Assessment Questions. Each of the 24 "questions for assessment" given in Chapter I is defined (in Figure 2.0, p. 36) in terms of a specific data source. In most cases a specific survey questionnaire or interview schedule item is cited. References are given to Appendices B thru F, where copies of the actual instruments can be found.

LIMITATIONS

The major strength of this study is the variety and intensity of the data collection, especially since almost no statewide data now exist. (Fewer than ten Hawaii references were found in the Single Parents/Homemaker literature). The study's major limitation, however, was in the difficulty in obtaining data from Single Parents/Homemakers. As will be seen in Chapter VI (page 101), their overall response rate was quite low (with 273 useable questionnaires returned out of 1336 distributed, about 20%). Moreover, because of the decision to sample "nearer the services" rather than from the "general population" (again, because of the poor response rate that could be anticipated; see page 101), interpretations from these data should be made with special care.

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1) *Federal Register*, August 16, 1985 (p. 33234).

2) *Federal Register*, August 16, 1985 (p. 33234).

Figure 2.1

Single Parents/Homemakers: Operational Definitions

Carl Perkins Voc. Ed. Act 1984	Single Parent Questionnaire
SINGLE PARENT	
Individual who	
1) Is UNMARRIED or LEGALLY SEPARATED FROM A SPOUSE, and	Marital Status (p. 1)
2) HAS A MINOR CHILD or CHILDREN FOR WHICH THE PARENT HAS EITHER CUSTODY OR JOINT CUSTODY	Children (p. 1)
HOMEMAKER	
Individual who	
1) Is an Adult	YEAR BORN (p. 1)
2) Has worked as an adult primarily without renumeration to care for the home and family, and for that reason has diminished marketable skills	HOMEMAKER STATUS (p. 1)
DISPLACED HOMEMAKER	
Individual who	
1) Through Death, Divorce, Separation on Desertion has lost major source of Financial SECURITY	Marital Status (p. 1) Homemaker Status (p. 1)
2) Is underemployed and in need	Employed Outside Home (p. 8) Self-Employed

As will be seen in Chapter VI, however, little that was unexpected, either in terms of logic, or in terms of the single parent literature, was found. Indeed, the only really "unexpected" finding (i.e. the extent of the perceived need for child care services) came from the interviews with community colleges and service agency administrators, and not from the Single Parents/Homemakers. This may be because of the limited size and source of the Single Parent/Homemaker samples. On the other hand, the general fit of the Single Parent/Homemaker data with the Community College and Agency Interviews, and with the single parent literature, suggests that these Single Parent/Homemaker data do provide at least reasonable first approximations.

Another limitation has to do with the definition of "homemakers". While it was relatively easy to operationalize this definition by combining several items in the Single Parent/Homemaker Questionnaire (see Figure 2.1, page 40), it was almost impossible to convey clearly and consistently in the interviews. Not only is data not (yet?) kept this way, but the fact that the definitions for single parent and homemaker are not necessarily mutually exclusive adds appreciably to the confusion. And I must add that on more than one occasion, the interviewees were not the only ones confused. The bottom line, however, is that while the study was designed to be a Single Parent/Homemaker Vocational Education Needs Assessment, in implementation, much more emphasis was given to single parent than to homemaker issues.

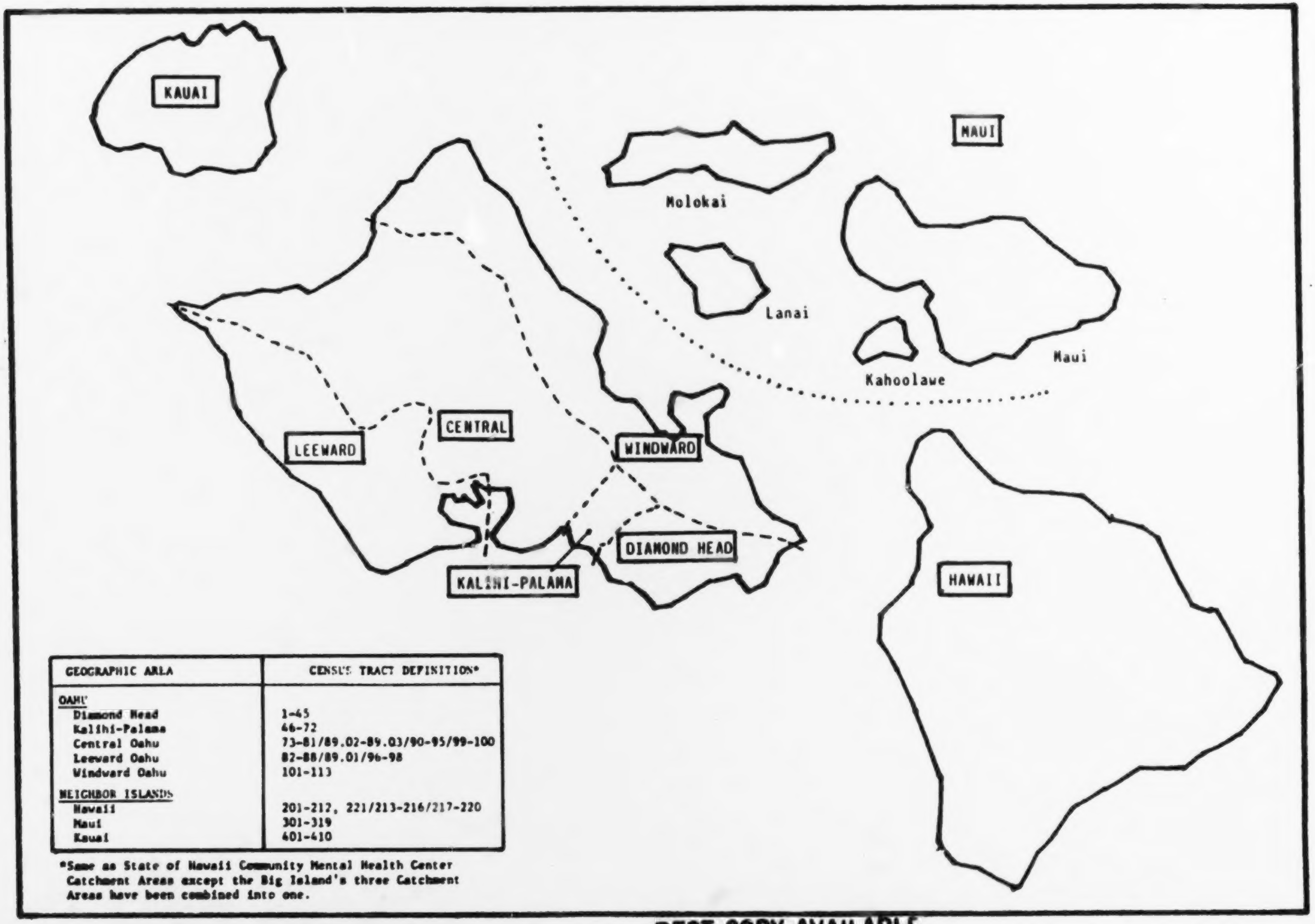
III. DEMOGRAPHIC DATA

In this chapter, selected demographic data related to the single parent population are presented, both for the State as a whole, and for several major geographic areas. First, the geographic areas are defined, then, presented in turn, are data summarizing:

Page

- The number and percentage of female heads-of-household in various parts of the State (1980) 46
- The number and percentage of female heads-of-household in various parts of Oahu (1980) 48
- The number of persons in female headed-households (1979-83) 49
- The number and percentage of change in the population residing in female heads-of-household (1970-74 to 1979-83) 49
- Selected data on single parents receiving DSSH services (1985) 51
- The number and percentage of single parents in the total population receiving DSSH services (1985) 53
- The number and percentage of single parents served by the State's Mental Health Division and Rate per ten thousand (1985) 54
- The teen pregnancy rates for various locations on Oahu (1984) 56
- Teen pregnancies on Oahu by Neighborhood (1984) 58

Figure 3.0
Hawaii: Map of Geographic Areas


KAUAI
MAUI
Molokai
Lanai
Maui
Kahoolawe
CENTRAL
LEEWARD
WINDWARD
DIAMOND HEAD
KALIHI-PALAMA
HAWAII

GEOGRAPHIC ARLA	CENSUS TRACT DEFINITION*
OAHU	
Diamond Head	1-45
Kalihi-Palama	46-72
Central Oahu	73-81/89.02-89.03/90-95/99-100
Leeward Oahu	82-88/89.01/96-98
Windward Oahu	101-113
NEIGHBOR ISLANDS	
Hawaii	201-212, 221/213-216/217-220
Maui	301-319
Kauai	401-410

*Same as State of Hawaii Community Mental Health Center Catchment Areas except the Big Island's three Catchment Areas have been combined into one.

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THE GEOGRAPHIC AREAS DEFINED

For descriptive purposes, the State was partitioned into eight geographic areas, as illustrated in Figure 3.0 (page 44). These geographic areas are identical to the State of Hawaii Mental Health Division's Catchment Areas, except that the Big Island Catchment Areas are combined into a single "geographic" area (Hawaii). The frequency and percentage of the (1980) population is indicated, for each geographic area, on the map that constitutes Figure 3.0. At the bottom of Figure 3.0, each geographic area is defined in terms of the census tracts which it encompasses.

FEMALE HEADS OF HOUSEHOLD

Statewide. The most recent, complete data on Female Heads of Household can be found in the 1980 Census. In Table 0.2 (page 46), we see that in 1980, 21,559 of the 294,052 households in the State were headed by females (with one or more children under 18 years of age) for a statewide rate of 7.3%. On Oahu, the rate was slightly lower (7.1%), while the combined Neighbor Island rate was 8.1%. For the eight specific geographic areas for which female head of household data are given, the highest percentages were found in Leeward Oahu (11.7%) and on the Big Island (10.5%), while the lowest percentages were found in the Diamond Head area of Honolulu (4.6%) and on Kauai (4.7%). In absolute numbers, however, the highest frequency of female heads of household were found in the Diamond Head area (4,168), the area of the State with the lowest percentage of female heads of household, in Central Oahu (3,939), and on the Big Island (3,077).

Table 0.2

Number and Percentage of Female Heads-of-Household In Various Parts of the State (1980)[1]

GEOGRAPHIC AREA[2]	1980 CENSUS DATA		
	Households	Female Head-of-Household[3]	
	No.	No.	%
Diamond Head	90,593	4,168	4.6%
Kalihi-Palama	36,621	2,679	7.3%
Central Oahu	46,561	3,939	8.5%
Leeward Oahu	23,624	2,761	11.7%
Windward Oahu	32,890	2,867	8.7%
Oahu Totals	230,214	16,414	7.1%
Hawaii (Big Island)	29,237	3,077	10.5%
Maui	22,581	1,502	6.7%
Kauai	12,020	566	4.7%
N. Island Totals	63,838	5,145	8.1%
State Totals	294,052	21,559	7.3%

1) 1980 Census of Population and Housing, Honolulu, Hawaii; Standard Metropolitan Statistical Areas (PHC 80-2-183): Bureau of Census; Washington D.C., June, 1983.

2) Essentially the Same as State Division of Mental Health's Community Service Catchment Areas, defined in Table 3.0 p. 44.

3) With no husband present and with child or children less than 18 years of age.

Oahu. On Oahu, where approximately 82% of the population resided in 1980 (and where 78% reside today),[1] the largest percentages of female heads of household were found in Waipahu (9.9%) and Aiea (6.9%), while the smallest percentages were found on the Waianae Coast, Ewa Beach, and Waihiawa (3.0%, 3.3%, and 3.8%, respectively). In absolute numbers, however, an overwhelmingly large number (6,844) resided in Honolulu, with the next largest number (815), about 12% of the Honolulu figure, residing in Waipahu, and the next largest (686), about 10% of the Honolulu female head of household population, residing in Kailua. The smallest number of female heads of household resided on the Waianae coast (133), in Ewa Beach (297), and in Mililani Town (329). (See Table 0.3, page 48)

POPULATION RESIDING IN FEMALE HEADED HOUSEHOLDS

Statewide. The data in column two of Table 0.4 (page 49) show the average number of persons residing in female headed households in Hawaii between 1979 and 1983.[2] Statewide, this population was 53,449. On the Neighbor Islands (combined) there were 11,836 persons residing in female headed households, while on Oahu there were 40,613. By geographic area, the largest number (16,530) resided in the Diamond Head area, while around six thousand each resided in Kalihi-Palama (6,890), Leeward Oahu (6,441), Windward Oahu (5,914), and on the Big Island (5,741). Around four thousand each resided in Central Oahu (4,838), and on Maui (4,315), while fewest (1,780) resided in Kauai. The point of all this, of course, is that the effects of potential programs will impact many more than the female heads of household they target. Contrarywise, the number of persons neglected when the needs of female heads of household are neglected, will be proportional.

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1) State of Hawaii Data Book (1985), Table 6, page 17

2) These data were compiled by the Hawaii Health Surveillance Project in a special run for the Hawaiian Health Needs Task Force (Sept. 1985)

3) Female heads of households constitute about 92% of the single parent population

Table D.3

Number and Percentage of Female Heads-of-Household In Various Parts of Oahu (1980)[1]

OAHU LOCATION[2]	1980 CENSUS DATA		
	Households	Female Head-of-Household[3]	
	No.	No.	%
a. Honolulu	127,193	6,844	5.4%
b. Pearl City	11,140	539	4.8%
c. Aiea	8,925	618	6.9%
d. Kailua	12,099	686	5.7%
e. Kaneohe	9,698	576	5.9%
f. Waipahu	8,261	815	9.9%
g. Mililani Town	7,801	329	4.2%
h. Wahiawa	10,271	395	3.8%
i. Ewa Beach	8,988	297	3.3%
j. Waianae Coast	4,439	133	3.0%

1) 1980 Census of Population and Housing; Honolulu, HI; Standard Metropolitan Statistical Area PHC 80-2-183; Bureau of Census; Washington D.C., June, 1983.

2) All Locations are CDP's (Census Designated Places) except "Waianae Coast" which is defined by Census tract (i.e. CT 97 and 98 combined).

3) With no husband present and with child or children less than 18 years of age.

Table 0.4

Increase of Persons in Female Headed Household by Geographic Area (1970-74 to 1979-83)*

Geographic AREA**	PERSONS IN FEMALE HEADED HOUSEHOLDS			
	1970-74 (Ave.) N	1979-83 (Ave.) N	INCREASE 1970-74 to 1979-83	% INCREASE 1970-74 to 1979-83
OAHU				
Diamond Head	11,110	16,530	5,420	32.8%
Kalihi Palama	5,616	6,890	1,274	18.5%
Central	2,529	4,838	2,308	47.7%
Leeward	2,151	6,441	4,290	66.6%
Windward	3,091	5,914	2,823	47.7%
Oahu Subtotal	24,497	40,613	16,115	39.7%
NEIGHBOR ISLANDS				
Hawaii	2,555	5,741	3,186	55.5%
Maui	1,675	4,315	2,640	61.2%
Kaui	969	1,780	811	45.6%
Neighbor Islands Subtotal	5,199	11,836	6,637	56.1%
Statewide Total	22,694	52,449	22,755	43.4%

* Non-institutionalized population data compiled by the Hawaii Health Surveillance Project August, 1985.

** Geographic Areas are defined by census tract in Table 3, p 44.

Any cost-benefit analysis of such programs (or such neglect) must take this into account. Indeed, the most substantial benefits of the programs we do provide are likely to be the long term benefits on the children.

Change. Looking now at the change in the population residing in female heads of households over time, again see Table 0.4, we find a sharp rise over the past decade (43.4% statewide). More specifically, when the average number of persons in female headed-households between 1970 and 1974 is compared to the average number of persons in female headed-households between 1979 and 1983, the increase, statewide, is 43.4%. Looking more closely at the data in Table 0.4, we see that the greatest increase in persons in female headed households were in Leeward Oahu (66.6%), on Maui (61.2%), and on the Big Island (55.5%); while the smallest increases were in the Kalihi-Palama and Diamond Head areas of Oahu 918.5% and 32.8%, respectively).

SINGLE PARENTS SERVED BY DSSH

The data in 0.5 (page 51) were provided by the Research Branch of Hawaii's State Department of Social Services and Housing (DSSH). They show, essentially, the age, sex, age of children, geographic area, and level of service provided single parents in 1985.

Geographic Area. We see in Table 0.5, that 14,270 single parents were served in 1985, with the greatest percentages residing on the Big Island (2,672 or 18.7% of the statewide total), and in Leeward Oahu (2,640 or 18.5%). And the smallest percentages residing on Kauai (629 or 4.4%) and Maui (1,027 or 7.2%).

Level of Service. In the last row of Table 0.5, under "Level of DSSH Service", we see that a high percentage (81.2%) of DSSH single parent clients received income maintenance services; while relatively small percentages received food stamps and medical assistance (15.9% and 5.4%, respectively).

Table 0.5

Selected Data on Single Parents Receiving DSSH Services
In the State of Hawaii (1984-85)
by Geographic Area*

GEOGRAPHIC AREA**	SEX				AGE						AGE OF CHILDREN						LEVEL OF DSSH SERVICE						GEOGRAPHIC AREA	
	Male		Female		<20		20-40		>40		<2		2-5		6-18		Food Stamps		Med. Asst.		Income Amt.		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Diamond Head	88	14.0%	1,909	14.0%	61	9.9%	1,621	14.0%	315	15.0%	456	12.2%	1,043	12.7%	1,875	11.8%	264	11.6%	107	13.8%	626	14.0%	1,997	14.0%
2. Kalihi-Palama	70	11.2%	1,821	13.4%	81	13.1%	1,396	12.1%	414	19.7%	474	12.7%	1,063	12.8%	2,403	15.2%	289	12.7%	138	17.9%	1,464	12.6%	1,891	13.3%
3. Central Oahu	46	7.3%	1,624	11.9%	75	12.1%	1,388	12.0%	208	9.9%	466	12.5%	1,005	12.1%	1,781	11.2%	211	9.3%	78	10.1%	1,382	11.9%	1,670	11.7%
4. Leeward Oahu	89	14.2%	2,554	18.8%	148	23.9%	2,134	18.5%	361	17.2%	845	22.7%	1,728	20.8%	3,032	19.1%	234	10.3%	111	14.4%	2,298	19.8%	2,640	18.5%
5. Windward Oahu	52	8.3%	1,668	12.2%	70	11.3%	1,434	12.4%	216	10.3%	466	12.5%	985	11.9%	2,045	12.9%	225	9.9%	74	9.6%	1,421	12.3%	1,720	12.1%
6. Big Island	183	29.2%	2,489	18.3%	117	18.9%	2,210	19.1%	337	16.0%	622	16.7%	1,492	18.0%	2,944	18.6%	745	32.7%	146	18.9%	2,141	18.5%	2,672	18.7%
7. Maui	53	8.5%	974	7.2%	35	5.7%	852	7.4%	140	6.7%	253	6.8%	599	7.2%	1,053	6.6%	190	8.4%	66	8.5%	771	6.7%	1,027	7.2%
8. Kauai	41	6.5%	588	4.3%	29	4.7%	497	4.3%	103	4.9%	137	3.7%	373	4.5%	686	4.3%	112	4.9%	52	6.7%	465	4.0%	629	4.4%
9. Unknown	5	0.7%	19	0.1%	3	0.5%	15	0.1%	6	0.3%	7	0.2%	14	0.2%	20	0.1%	5	0.2%	1	0.1%	18	0.2%	24	0.2%
STATEWIDE TOTALS	627	100%	13,619	100%	619	100%	11,547	99.9%	2,100	100%	3,726	100%	8,302	100%	15,839	99.8%	2,275	100%	773	100%	11,586	100%	14,270	100%
(Row Totals)	(4.4%)		(95.6%)		(4.3%)		(80.9%)		(14.7%)		(26.1%)		(58.2%)		(111.0%)		(15.9%)		(5.4%)		(81.2%)			

* Source: Department of Social Services and Housing, Research Branch; December 1985

** Same as Mental Health Division Catchment Areas; see Census Tract definitions in Table 3, p. 44.

Personal/Family Characteristics. Far more female than male single parents were served by the DSSH last year (96% vs 4%, respectively). The largest majority (81%) were between 20 and 40 years of age; the smallest proportion (4%) were under 20 years of age, and about 15% were over 40 years of age. About a quarter of the (aggregated) children of single parents served by DSSH were less than 2 years of age (26%); over 50% were between 2 and 5 years of age (58%); and over 100% (e.g. there were more children than parents) were between 6 and 18 years of age.

Percentage of Sub-Population. The last column of Table 0.5 provides data on the percentage of the total population of single parents served by DSSH in 1985 (see "geographic area" section above). In Table 0.6, data on the percentage of the general population (18 years of age and older) is given by geographic area, as well as statewide. The population data used are the latest available to the author, they were provided by the Hawaii Health Surveillance Project, and constitute estimates based on a routine statewide sample.

The data in Table 0.6, indicate that statewide, the 14,246 single parents to which the DSSH provided services in 1985 constituted approximately 2.1% of the State's population of persons 18 years of age or older. Similarly, they served 4.4% of the Leeward and 3.8% of the Big Island 18+ population. They served 2.1% of the 18+ population in the Kalihi-Palama, Windward and Kauai areas; and 1.8% and 1.1% of the 18+ year old population in Maui and Diamond Head, respectively.

SINGLE PARENTS SERVED BY MENTAL HEALTH DIVISION

Statewide. The data in Table 0.7 (page 54) were provided by the State of Hawaii Department of Health's Mental Health Division. They show that a total of 345 single parents received services from the Mental Health Division during the last half of 1985. The highest proportion (of the total receiving service) came from the Big Island (22.3%), although relatively high proportions came

Table 0.6

Number and Percentage of Single Parents in the Total Population Receiving DSSH Services (1985)

GEOGRAPHIC AREA[1]	Hawaii Population[2]	Single Parents Receiving DSSH Services[3]	
	N	N	%
Diamond Head	188,344	1,987	1.1%
Kalihi-Palama	88,027	1,891	2.1%
Central Oahu	120,045	1,670	1.4%
Leeward Oahu	60,118	2,640	4.4%
Windward Oahu	81,699	1,720	2.1%
Oahu Total	538,233	9,908	1.8%
Hawaii (Big Island)	70,119	2,672	3.8%
Maui	55,637	1,027	1.8%
Kauai	29,966	629	2.1%
Neighbor Island Total	155,722	4,328	2.8%
STATE TOTAL	693,955	14,236	2.1%

1) Geographic Areas are defined by Census Tract in Figure 3.0 (p. 44)

2) Hawaii population data (for 1983), compiled by Department of Health's Hawaii Health Surveillance Project (Sept. 1985). Population base was the total number of noninstitutionalized persons aged 18 and above.

3) Data (for the last half of 1985; i.e. 7/1/85 thru 12/31/85) provided by the Research Branch of Hawaii's State Department of Social Services and Housing (Dec. 1985).

Table 0.7

Number and Percentage of Single Parents Served by the State's Mental Health Division in the Last Half of 1985 (and the Rate Per Ten Thousand in the Population)

GEOGRAPHIC AREA[1]	HAWAII POPULATION[2]	SINGLE PARENTS RECEIVING MENTAL HEALTH DIVISION SERVICE[3]		
	Number	Number	% of Total Single Parents	Rate per 10,000 in the Population
Diamond Head	188,344	41	11.9%	2.2
Kalihi-Palama	88,027	53	15.4%	6.0
Central Oahu	120,045	25	7.2%	2.1
Leeward Oahu	60,118	60	17.4%	10.0
Windward Oahu	81,699	40	11.6%	4.9
Oahu Totals	538,233	219	63.5%	4.1
Hawaii (Big Island)	70,119	77	22.3%	11.0
Maui	55,637	31	9.0%	5.6
Kauai	29,966	18	5.2%	6.0
Neighbor Island Totals	155,722	126	36.5%	8.1
STATE TOTAL	693,955	345	100.0%	5.0

1) Geographic Areas are defined by Census Tract in Figure 3.0 (p. 44).

2) Hawaii population data (for 1983), compiled by Department of Health's Hawaii Health Surveillance Project (Sept. 1985). Population base was the total number of noninstitutionalized persons aged 18 and above.

3) Data provided for the last half of 1985 (i.e. 7/1/85 thru 12/31/85) by State of Hawaii Department of Health's Mental Health Division (Jan. 1986).

from the Leeward and Kalihi-Palama areas of Oahu as well (17.4% and 15.4%, respectively). Of the total population of single parents who received services from the Mental Health Division, fewest 918 or 5.2%) were residents of Kauai. Relatively low proportions came from Central Oahu and from Maui as well (7.2% and 9.0%, respectively).

Rate in Subpopulation. The data in Table 0.7 (page 54) indicate the number of single parents provided Mental Health System Services in the last half of 1985 per 10,000 persons (18 years or older) in the population. Statewide, the rate is 5.0 per thousand. The highest rates were observed for the Big Island and Leeward Oahu (11.0 and 10.0 per 10,000, respectively), and the lowest rates were observed for Central and Diamond Head Oahu (2.1 and 2.2 single parents, respectively, were provided mental health services, per 10,000 in the general population 18 years of age and older).

TEEN BIRTHS DATA(1)

Statewide. The teen births data in Table 0.8 were provided by the Adolescent Family Life Project; the population comparison figures were drawn from the 1980 Census. We see in Table 0.8 that the highest frequency (130) and rate (21.2/1,000) of teen births is found in Leeward Oahu, with Windward Oahu a close second (N=113; or 18.3/1,000). High rates of teen pregnancies are also found in the Neighbor Islands, essentially, in all of them (18.8/1,000 on the Big Island; 18.2/1,000 on Maui; and 16.8/1,000 on Kauai). The lowest teen birth rates in the State were found in Diamond Head and Central Oahu (6.1/1,000 and 8.3/1,000, respectively).

Oahu Neighborhoods. The teen birth rates in various neighborhoods of Oahu are given in Table 0.9. Startling is the very last figure

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(1) The figures reflect life births to teens. Teen pregnancies would include abortions, miscarriages, etc. and thus would be approximately double those figures.

Table 0.8

Teen Births in Hawaii by Geographic Area (1986)

GEOGRAPHIC AREA[3]	HAWAII POPULATION (1980)[1]	TEEN BIRTHS (1984)[2]		
	#Females 13-17 yrs. old	Number	% of Total Teen Preg.	Rate per 1,000 Females 13-17 yr. olds[1]
Diamond Head	7,385	45	8.1%	6.1
Kalihi-Palama	3,934	57	10.4%	14.5
Central Oahu	7,352	59	10.7%	8.3
Leeward Oahu	6,135	130	23.6%	21.2
Windward Oahu	6,180	113	20.5%	18.3
Oahu Totals	30,986	404	73.5%	13.0
Hawaii (Big Island)	3,679	69	12.5%	18.8
Maui	2,799	51	9.3%	18.2
Kauai	1,545	26	4.7%	16.8
Neighbor Islands	8,023	146	26.5%	18.2
State Totals	39,009	550	100.0%	14.1

1) Female population (13-17 yrs.) estimated for 1980 census; 2/5 of 10-14 yr. olds + 3/5 of 15-19 yr. olds; 1980 Census of Population and Housing, Neighborhood Statistics Program, Hawaii (PHC 80-SP 1-13 (1983)

2) Teen Births by Neighborhood (1984), provided by Adolescent Family Life Program.

3) See Figure 3.0; Hawaii: Map of Geographic Area (p. 44). Conversions from Neighborhoods to Geographic Areas were made using the 1980 Census Tract maps on pages 24-26 of the State of Hawaii Data Book, Department of Planning and Economic Development, 1985.

in the Table, i.e. 1976.2 teen births per 1,000 13-17 year old females in Makapu'a Military housing area. This rate exceeds the next highest (North shore's 48.6/1,000) by some 72%, or by about 128 teen births per thousand. Even given the somewhat out-of-date population figures and the somewhat contorted way they were computed (2/5's of 10-14 year old females + 3/5's of 15-19 year olds), still a problem of some significance is indicated.

After the North Shore, the area between Mililani and Makakilo and the Waianae coast constitute the areas with the next largest teen birth rates (41/1,000 and 37.7/1,000, respectively). The Oahu neighborhoods with the lowest teen birth rates were from Diamond Head to Hawaii Kai (1.7/1,000) and the area from Manoa to St. Louis Heights (1.8/1,000).

SUMMARY

In this chapter selected demographic data related to the single parent population in Hawaii were presented. First, the State was partitioned into eight separate geographic areas. Then the number and percentage of female heads of household was presented, again, by geographic area. The largest number by far resided in the Diamond Head area of Oahu (16,530). Looking then at the change in this population over time, we found the largest change (since 1970-74) was in Leeward Oahu (67%), with similarly large changes also on Maui (61%) and on the Big Island (55%).

Next we looked at the single parent population served by the Department of Social Services and Housing. In 1985, they served 14,246 single parents statewide, or about 2.1% of the State's 18 year old + population. In terms of geographic area, 4.4% of Leeward's 18+ year old population and 3.8% of the Big Island's 18+ year old population were served. These were the highest percentages. The largest percentages served were in the Maui and Diamond Head areas, with 1.8% and 1.1% of the 18+ year old population served, respectively.

Table 0.9

Teen Births on Oahu by Neighborhood (1984)[1]

OAHU NEIGHBORHOOD	FEMALE POPULATION	TEEN BIRTHS	
	13-17 yr. old	No.	Rate/1,000 13-17 yr. old Female
Diamond Head			
Diamond Head-Hawaii Kai	3,011	5	1.7
Palolo	542	6	11.1
Waikiki	393	10	25.4
Kaimuki-Kapahulu	665	7	10.5
Manoa-St. Louis	1,085	2	1.8
Moiliili-Makiki	1,351	8	5.9
Kakaako-Downtown	358	7	19.6
Kalihi-Palama			
Nuuanu-Punchbowl	577	8	13.9
Kalihi-Palama	3,357	49	14.6
Central Oahu			
Moanalua-Aliamanu	2,652	13	4.9
Aiea-Pearl City	3,299	29	8.8
Wahiawa-Whitmore	1,401	17	12.1
Leeward Oahu			
Waianae Coast	1,671	63	37.7
Waipahu-Ewa	3,416	24	7.0
Mililani-Makakilo	1,048	43	41.0
Windward Oahu			
North Shore	473	23	48.6
Kaneohe	1,844	27	14.6
Kailua	2,050	17	8.3
Waimanalo	488	12	25.6
Military Housing (Mokapu)	193	34	176.2

1) See Table 0.8 for data sources.

After that, data on the single parent population served by the State's Mental Health Division in the last half of 1985 were presented. Statewide, 5 single parents per 10,000 persons (18 years or older) in the population, were served. The highest rates were observed for Central Oahu and Diamond Head (2.1 and 2.2 single parents, respectively, were provided mental health services, per 10,000 in the general population 18 years of age and older).

And finally, teen births data were presented. The highest frequency (130) and rate (21.2 per 1,000 females between the age of 13 and 17) of teen births was found in Leeward Oahu, with Windward a close second (113 or 18.3/1,000). High rates were also found on all of the Neighbor Islands (18.8/1,000 on the Big Island; 18.2/1,000 on Maui; and 16.8/1,000 on Kauai). Somewhat startling was the teen births rate noted in one particular neighborhood of Oahu. In Makapu'a Military housing area there were 176.2 teen births per 1,000 13-17 year old females. Even when the population figures are updated and more precise calculations can be made, the order of magnitude of this difference will remain substantial.

In looking over the data, we find that Leeward Oahu and the Big Island have the largest percentages of female heads of households (11.7% and 10.5%, respectively); we see that each has a large increase in the number of persons residing in female heads of households over the last decade or so (67% and 55% increases, respectively). We see that both have about double the statewide percentage of single parents served by the DSSH; and both have about double the rate of single parents served by the State's Mental Health system. Both also have among the State's highest rates of teen births.

IV INTERVIEWS WITH SELECTED COMMUNITY COLLEGE ADMINISTRATORS

A sample of Community College administrators was interviewed concerning their institutions' services to Single Parents/Homemakers; e.g. numbers served, kinds of services, services needed, etc. In this section the sample of administrators interviewed, the procedures used, the interview schedule, and the major findings of those interviewed are described.

WHO WAS INTERVIEWED? (The Sample)

One or more administrator was interviewed at each of the seven Community Colleges in the University of Hawaii system. Typically, initial contact was made with a College's Provost or a Dean of Instruction. He/she, in turn, referred the interviewer to the person or persons most knowledgable concerning the College's services to single parents, usually the Director of Student Services, but sometimes a Counselor, and on one occasion, the Dean of Instruction provided the interview data personally. A listing of the primary interviewees, by institution, is given in Figure 4.0, below (page 62).

WHAT PROCEDURES WERE USED? (The Method)

The Office of the Chancellor of the University of Hawaii Community Colleges announced the Single Parents Study, and in particular, the interviews, via electronic mail during the last week of July, 1985. As mentioned above, the interviewer contacted the Provost or Dean of Instruction at each Community College, who referred him to an appropriate interviewee. Appointments were made, and in-person, on-site interviews were conducted on each campus between July 30, and August 15th. The interviews lasted from a half-hour to an hour and a half. At times, elaborate background information (of great value to the interviewer) was discussed in addition to the specific interview items (see below). After the interviews were completed, they

Figure 4.0

Listing of Major Community College Interviewees

Community College Interviewees
Oahu
Kathleen Damon, Director Student Services Leeward Community College
Hiroshi Kato Dean of Instruction Windward Community College
Ralph Ohara, Director Student Services Kapiolani Community College
Sandy Sakaguchi, Acting Director Student Services Honolulu Community College
Neighbor Islands
Sharon Chiba, Director Student Services Kauai Community College
Sue Coyle, Director Employment Opportunity Center Maui Community College
Betty Reimer Career Counselor Hawaii Community College

were edited, summarized, and in general, reduced to the form that appears in Figure 4.1, below (page 64).

WHAT QUESTIONS WERE ASKED? (The Interview Schedule)[1]

The Community College respondents were asked:

1) The number of Single Parents/Homemakers they served last year (1984);
2) The type(s) of services they offered; e.g. courses, workshops, financial aid, day care, etc.;
3) How additional funds for Single Parents/Homemakers could best be used; e.g. $10,000, $20,000, and $40,000;
4) The Agencies to which Single Parent/Homemaker students are referred;
5) The Agencies which refer Single Parents/Homemakers at the Community College;
6) The major requirements/regulations governing Single Parents/Homemakers at the Community College;
7) To comment on selected issues, e.g. day care, tuition assistance, duplication of services, and on the important gaps in services to Single Parents; and
8) If any major needs/service problems were missed in the interview.

WHAT WAS LEARNED? (The Findings)

The critical portions of the Community College interviews are summarized in Figure 4.1, along with estimated numbers of Single Parents/Homemakers enrolled in Community Colleges in the Fall of 1984 (first row of Figure 4.1). These latter data were obtained from a survey conducted by the Office of the Chancellor of the Community Colleges using a brief, three-item questionnaire, a copy of which is given in Appendix C, page 363).

The Enrollment Data. The enrollment data indicate, essentially, a 2200 Single Parent/Homemaker Community College student population statewide, with the largest proportions coming from the Kapiolani and Leeward campuses (30% and 25% or 660 and 538

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[1] A copy of the Single Parent/Homemaker Needs Assessment Community College Administrators Interview Schedule is given in Appendix B, page 357.

Figure 4.1

OVERVIEW OF SINGLE PARENT/HOMEMAKER
(Chancellor's Office) SURVEY AND (Voc. Ed. Office) INTERVIEWS
BY COMMUNITY COLLEGE

FALL 1984 STATUS	OAHU COMMUNITY COLLEGES				NEIGHBOR ISLAND COMMUNITY COLLEGE			ALL COMBINED
	HONOLULU	KAPIOLANI	LEEWARD	WINDWARD	HAWAII	MAUI	KAUAI	
Estimated number of Single Parents/Homemakers enrolled in Community College (Fall 1984)*	342 Single Parents/ Homemakers 15.6% of System Total	660 Single Parents/ Homemakers 30.1% of System Total	538 Single Parents/ Homemakers 24.5% of System Total	108 Single Parents/ Homemakers 4.9% of System Total	237 Single Parents/ Homemakers 10.8% of System Total	199 Single Parents/ Homemakers 9.1% of System Total	48 Single Parents/ Homemakers 2.2% of System Total	2194 Single Parents/Homemakers 100% of Single Parents/ Homemakers in the Comm. College System
Special programs for Single Parents/Homemakers (approximate Fall 1984 enrollment)	No "Special" programs for Single Parents/Homemakers	No "Special programs for Single Parents/Homemakers	No "Special" programs for Single Parents/Homemakers	Women in Transition Program (Approximate enrollment of 30)	Human Development Course for Women (Approx. enroll. of 25) Career Assistance for Re-Entry Students (CARES) (approx. 150 served)	Yes You Can Program for Displaced Homemakers (on-going program; not offered in Fall of 1986) Adult Re-Entry Program offered by Employment Oppor. Cntr.; (35)	No "Special" programs; tracks approximately 35 Single Parents/Homemakers counselers	Women in Transition 30 Human Dev. for Women 25 Yes You Can -- Adult Re-Entry 35 CARES 150
Types of Special Services offered Single Parents/Homemakers	Courses: -- Workshops: -- Financial: -- Day Care: -- Other: --	Courses: -- Workshops: -- Financial: -- Day Care: -- Other: --	Courses: -- Workshops: -- Financial: -- Day Care: -- Other: --	Courses: Yes Workshops: Yes Financial: ____ Day Care: ____ Other: ____	Courses: Yes Workshops: Yes Financial: ____ Day Care: ____ Other: Yes	Courses: Yes Workshops: Yes Financial: Yes Day Care: ____ Other: ____	Courses: -- Workshops: -- Financial: -- Day Care: -- Other: --	Courses and/or workshops were offered specifically for Single Parents/Homemakers in 3 Comm. Coll., Specific finan. sers. by 1: and specific re-entry counseling package by one.
Major gaps in services to Single Parents/Homemakers	- Child Care, (financial) support services	- Day Care; Financial Aid; (can't afford to go to school)	- Services need to be "connected" more to the community	- Reaching only few of the many; finance and day care are major problems	- Day Care - Coordination among faculty/ counselors	- Single Parents not yet treated as a target group; e.g. no support groups; no networking, etc.	- Easy enough to develop programs; need time to run and to market them.	Child Care is most prevalent gap noted.
Priority Services: If had $10,000 to spend for Single Parents/Homemakers	- Child Care	- Assessment; find numbers of single parents/types of needs - Start support group program	- Day Care	- Expand "Women in Transition" course; more sections	- Child Care; subsidize	- Stipends for Day Care	- Half-position to develop specific programs (no organized programs; non exist)	Child Care is high priority, followed by expanded support services of other types.
Priority Service: If had $20,000 to spend for Single Parents/Homemakers	- Financial Assistance (beyond scholarships)	- Add staff to provide linkages beyond career planning, e.g. Day Care; Tutoring, etc.	- Develop Services for older women	- Expand outreach; more publicity - More job placement; job related services	- Child Care: Drop in Center	- Hire Ed. Specialist for support services to do referrals to obtain additional funds; etc.	- Full-position to develop and market special programs	Additional staff/services of various kinds
Priority Service: If had $40,000 to spend for Single Parents/Homemakers	- Training in Life Coping Skills; e.g. assertiveness, stress management, etc.	- Bring Single Parents together as group. - Provide services to other than counseling; e.g. Day Care.	- Half-salary for Women In Transition class; e.g. readiness to work; outreach; etc.	- Day Care; subsidize use of reputable day care services	- Instructor for Core of Courses for women - Develop a Real Women's Center (support group, counseling, tutoring, etc.)	- Provide Child Care, possibly in conjunction with WYCA.	- One-two positions to assist in counseling/tutoring/workshops	Day Care again is a high priority, followed by funded positions.

*Community College Chancellor's Office Survey

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students, respectively) and the smallest proportions coming from the Kauai and Windward campuses (2% and 5% or 48 and 108 students, respectively).

The Interview Data. Two things should be kept in mind when interpreting these interview data: 1) they are, essentially, "post hoc", i.e. the respondents were interviewed in the Summer of 1985 about services delivered (or not delivered) in 1984, i.e. a year after the Carl Perkins Act became a reality at the local level, and 2) much Single Parent/Homemaker activity was either in progress (most notably, the "Women In Transition" programs at Leeward and Windward), or soon to be in progress (e.g. the program at Kapiolani) in the Fall.

With these provisos, we see in row two of Figure 4.1 that no special programs were being provided at the three campuses with the highest proportion of Single Parent/Homemakers (e.g. Honolulu, Kapiolani, and Leeward Community Colleges combined, housed 70% of the State's Single Parent/Homemaker Community College students, yet they reported no special programs for Single Parent/Homemakers). The word "special" is emphasized here since the Single Parent/Homemaker students did have access to services, i.e. to all of the Counseling, financial, and other Community College programs that were available to any student in the system. The point of the Carl Perkins Act, however, is that those "regular" services were not adequate, and so had to be augumented by special legislation and by special funds.

Some "special" programs, however, were available to Single Parent/Homemaker students, even in the pre-Perkins past. On Oahu, at Windward Community College, the first "Women In Transition" program was being tested. On the Big Island, at Hawaii Community College, a special section of the Human Development Course was modified to address the concerns of Single Parents and "displaced homemakers". Also at Hawaii Community College the Career Assistance for Re-Entry Students program

(CARES) was established to assist, mostly women, in their re-entery to the world of work. Probably the program with the firmest reputation encountered was the "Yes You Can" program for displaced homemakers at Maui Community College. In the agency interviews (discussed in Chapter V) this program came up several times (on Molokai as well as Maui) and was mentioned always with high regard. Maui Community College also conducted an adult Re-Entry program via its Employment Opportunity Center.

The types of services offered in the "special" programs included specialized courses and workshops, some types of financial assistance, and sometimes the "tracking" of Single Parent/Homemaker counselors (see Kauai Community College, row two of Figure 4.1).

When asked about the "major gap in services to Single Parent/Homemakers" (see row four Figure 4.1), four of the seven Community College administrators indicated that the need for Child Care was critical. Indeed, this theme was reported by agency representatives (see Chapter V) as well as by Single Parents/Homemakers themselves (see Chapter VI). It constitutes, in fact, a major finding of this needs assessment study, i.e. it is difficult to see how the vocational education (or liberal education, or employment) needs of Single Parents can be met without a substantial increase in quality, accessible, and affordable day care services.

Other "major gaps" mentioned included financial aid, the need to reach out to those not now being served, the need for support groups and networking, and the need for coordination among faculty and counselors.

When asked about priority services "if they had $10,000 to spend for Single Parents/Homemakers", Child Care was again mentioned by four of the respondents, but not the same four. Two of the four that didn't find Child Care a "major gap", _did_ find it a

"priority service". Indeed, if you read down the columns, Child Care (underlined) appears as a "major service gap" or a priority service for six of the seven Community Colleges.
Other "priority services" (if had $10,000 to spend) were: to assess numbers/needs of Single Parents/Homemakers; to expand the existing (Women In Transition) program; and to fund a half-time position to develop specific programs.

When asked about priority services "if they had $20,000 to spend", two of the respondents mentioned Child Care, three mentioned funding full-time positions, one would provide financial assistance, etc.

When asked about priority services "if they had $40,000 to spend", Child Care was mentioned by three respondents, half or full positions were mentioned by two, and the development of a Women's Center, a program of training in coping skills, and a "Women In Transition" class were mentioned by one respondent each.

SUMMARY

Sample. Administrators, mostly directors of Student Services, representing the seven Community Colleges in the Hawaii State system were interviewd regarding the special services offered Single Parents/Homemakers at their respective colleges. They were asked about the type and extent of such services, the major gaps in services to Single Parents/Homemakers, the priority of services they would endorse if funds were available at three different levels, and any other major concerns/problems that might apply.

Procedures. After obtaining clearance and a letter of introduction (via electronic mail) from the Office of the Chancellor for Community Colleges, the author contacted the provost or Dean of Instruction at each College. He was referred to an appropriate administrator (usually the Director of Student

Services), and made an appointment for an on-site interview. After the interviews, which lasted a half hour to an hour and a half, the author edited and summarized the interviews (see Figure 4.1).

Findings. The Office of the Chancellor for Community College enrollment study found approximately 2,200 Single Parents/Homemakers enrolled in the Community College system n the Fall of 1984, with the highest percentges (of the State total) at Kapiolani and Leeward Community Colleges (with 30.1% and 24.5%, respectively), and the lowest percentages at Kauai and Windward Community Colleges (with 2.2% and 4.9% of the State total, respectively).

Special Services for Single Parents. It is important to keep in mind that the focus of these interviews was on special services for Single Parents/Homemakers. Since many Single Parents/Homemakers receive a variety of financial, counseling, and support services just by virtue of their status as students, it was not always easy to keep the distinction clear in the interviews. At any rate, in the Fall of 1984, special programs for Single Parents/Homemakers were apparently in-place at three of the seven Community Colleges: A Women In Transition program was being initiated at Windward Community College; a Human Development Course For Women was being offered at Hawaii Community College, along with the Career Assistance for Re-Entry Students (CARES) counseling program, and at Maui Community College the Yes You Can program for displaced homemakers was already in place and an Adult Re-Entry Program was being offered by their Employment Opportunity Centers.[1]

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[1] In an earlier draft of this section, several additional programs were included, but later were found to be more recent than the Fall 1984 cut-off date and/or not to be programs "special" for the Single Parent/Homemaker population. Apologies are offered in advance for any unintended omissions.

The major gap in services for the Single Parent? Clearly, the Directors of Student Services found that need to be Child Care. Four of the seven (i.e. 57%) of the Community College administrators interviewed indicated specifically that it was a (or the) major gap in the services to single parents; six of the seven (86%) indicated it was a priority service that should be implemented. The other major gaps/services priority service that emerged were: 1) the need for outreach programs (i.e. going to the single parents rather than waiting (vainly) for them to come to the campus); and 2) half or full time positions to develop/market/run proposed Single Parent/Homemaker services.

V SERVICE AGENCY INTERVIEWS

V INTERVIEWS WITH SELECTED SERVICE AGENCY ADMINISTRATORS

A sample of administrators from service agencies which address specific needs of Single Parents/Homemakers was interviewed concerning the services they offer Single Parents/Homemakers, the numbers they serve, and the needs they see as most pressing. In this section, the sample of agency administrators interviewed, the procedures used, the interview schedule, and the major findings of those interviews are described.

WHO WAS INTERVIEWED? (The Sample)

Administrators representing a variety of State, city, private non-profit, urban, rural, large and small agencies providing important services to Single Parents/Homemakers were interviewed, 23 in all. Fourteen of the interviews were conducted on the Neighbor Islands, e.g. Maui Family YMCA, ALU LIKE, and Maui DSSH on Maui, Queen Liliuokalani Childrens Center on Molokai, YWCA Women's Resource Center, and Kauai Economic Opportunity, Inc. on Kauai; and Hawaii Planned Parenthood, the Family Crisis Shelter, and Hawaii Island Teen Shelter (Kona) on the Big Island. The Oahu Agencies sampled include the Single Parent Family Advocacy Network (SPAN), People Attentive to Children (PATCH), Pono Pohai, Catholic Social Services, and the Job Training Partnership Program (JTPA). See Figure 5.0, (Page 22) for a listing of agencies/administrators interviewed.

WHAT PRECEDURES WERE USED? (The Method)

Sampling Procedures. The specific agencies to be interviewed were selected by "nomination", i.e. during the Community College interviews (see Chapter IV), the interviewees were asked, essentially: "If I want to find out about services to single parents and single parent needs on this island, which three agencies should I interview?" The interviewer (i.e. the author) would then attempt to contact those agencies in the order given. In cases where an agency could not be contacted (vacations,

Figure 5.0

Listing of Service Agencies/Administrators Interviewed

Service Agency Interviewees

Oahu

- Shelly Asato, Single Parent Program Coordinator, Oahu YWCA
- Denise Brant, Director, Honolulu JTPA Program
- Mary Chong, SAU Coordinator, Department of Social Services and Housing
- Sena Gates, Project Coordinator, Single Parent Family Advocacy Network (SPAN)
- Barbara Morgan, Coordinator, People Attentive to Children (PATCH)
- Charlene Nako, Program Service Director, Big Brothers/Big Sisters of Honolulu
- Winona Rubin, Executive Director, ALU LIKE
- Rollie Smith, Director, Catholic Charities
- Amy Watts, Director, Pono Pohai (Salvation Army)

Big Island

- Michael Galvin, JTPA Employment Preparation Program
- Carl Hild, Hawaii Island Teen Services - Kona
- Lloyd Kaneshiro, Family Support Services, Inc.
- O.B. O'Brien, Hawaii Planned Parenthood - Kona
- Allegra Perhaes, Family Crisis Shelter

Maui

- Laurie Antonio, Program Director, Maui Family YMCA
- Kazuichi Hamasaki, Maui Branch Manager, DSSH
- Barbara Hanchett, Queen Liliuokalani Children's Center
- Rachael Kamakana, Island Center Administrator, ALU LIKE
- Clayton Yoshida, Community Planner, ALU LIKE

Kauai

- MaBel Fujiuchi, Kauai Economic Opportunity, Inc.
- Paula-Ray June, YWCA Women's Resource Center
- Georgia Meyer, Department of Social Services and Housing
- Ann Odan, Job Training Partnership Program

etc.), the next agency would be contacted. Moreover, the service agency interviewees themselves were asked the same nomination question, and the agency with the most cumulative "votes" would be contacted next.

Interviewing Procedures. "Nominated" agencies were contacted. The highest level administrator available was asked for an interview, usually on the same day in the case of Neighbor Island interviews. While a few turned out not to be the "appropriate" administrator to interview, and a few times meetings could not be arranged due to schedule conflicts, in _no case_ was an interview denied. Indeed, the cooperation was gratifying. All interviews were conducted between July 7th and September 18th.

The interviews began with introductions, the presentation of a "Credential Statement" provided by the Office of the State Director for Vocational Education (see Appendix D, page 367), and a few words about the Carl Perkins Vocational Act and the importance of the study. The Single Parent/Homemaker Needs Assessment Interview Schedule for Agency Administrators (see Appendix E, page 371) was followed, but not slavishly. Many diversions occurred, and indeed were encouraged. The interviews took from a half-hour to an hour and a half to complete, depending on the amount of Single Parent Information the interviewee had/was willing to share. On two occasions, in-person interviews were impossible to arrange, but the administrator wanted to contribute. In one instance the interview form was filled-in as a questionnaire and mailed in; and in the other, a telephone interview was conducted.

Data Reduction Procedures. The interviewer (author) edited the original interviews, omiting some of the data because it was uneven across agencies and/or could not be easily (profitably) summarized. The summarized data are given below in Figures 5.1 through 5.6.

WHAT QUESTIONS WERE ASKED? (The Interview Schedule)[1]

The agency administrators were asked questions similar to those asked the Community College Administrators (see page 63); i.e.

1) The number of Single Parents/Homemakers they served last year (1984);
2) The type(s) of services they offered; e.g. courses, workshops, financial aid, day care, etc.;
3) How additional funds for Single Parents/Homemakers could best be used; e.g. $10,000, $20,000, and $40,000;
4) The Agencies to which Single Parent/Homemakers are referred for services;
5) The Community College(s) and/or Other Agencies which refer Single Parents/Homemakers to this agency for services;
6) The major requirements/regulations governing Single Parents/Homemakers at this agency;
7) To comment on selected issues, e.g. day care, tuition assistance, duplication of services, and on the important gaps in services to Single Parents; and
8) If any major needs/service problems were missed in the interview.

WHAT WAS LEARNED? (The Findings)

The major findings of the agency interviews are summarized below, first for SPAN, then for some of the other large agencies serving Single Parents/Homemakers on Oahu, for four of the smaller Cahu Agencies, for selected Big Island Agencies, for some Maui (and Molokai) agencies, and finally, for some agencies on Kauai. The chapter ends with an overall summary of the findings of the agency interviews.

SPAN INTERVIEW. The responses to the major topics/issues covered in the interview with SPAN's Project Director are summarized in Figure 5.1 (page 75). Essentially, they indicate that: as of

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[1] A copy of the Single Parent/Homemaker Needs Assessment Agency Administrator Interview Schedule is given in Appendix E, page 371).

Figure 5.1

Summary of SPAN Interview

MAJOR TOPICS/ISSUES	SPAN RESPONSE
Estimated number of Single Parents/ Homemakers served	- Approximately 750 at the end of 1985
Types of services offered	- Information and referral - Educational Workshops - Support Groups - Neighborhood Networking - (Occasional) Crisis Intervention - Political Advocacy
Referrals to Community Colleges Which?	- All four Community Colleges on Oahu
For What?	- Career Counseling and selected training programs; in particular, "Women in Transition" programs at Leeward and Windward
Major gaps in services to Single Parents/Homemakers	- Adequate, affordable Child Care Services - Housing, there's almost no transition or emergency housing at all - No policy (ex. DSSH) for addressing the "population" of single parents per se - No systematic transition off welfare - DSSH does not "approve of" (i.e. legitimize or support) training over 1 year, which essentially rules out most Community College programs - Critical need for "after training" support for single parents, i.e. has to negotiate budget, child care, etc. in the work world - Transportation, especially in rural areas - Lack of effective outreach to the most adversely impacted single parents. (Since most of their information is people-to-people, they know little of what's going on, in the Community Colleges, for instance

Figure 5.1

Summary of SPAN Interview (Cont'd)

MAJOR TOPICS/ISSUES	SPAN RESPONSE
Priority services if had $10,000 to spend on Single Parent/Homemakers	- A coordinated information system, including a comprehensive hot line, staffed by single parents who are familiar with the problems/feelings on the other end of the line
Priority services if had $20,000 to spend on Single Parents/Homemakers	- More outreach within neighborhoods. As the outreach system becomes better developed, it could be used to get information from the community as well as to it, invaluable to improving services as well as marketing them.
Priority services if had $40,000 to spend on Single Parents/Homemakers	- An "after training" support system is badly needed. As many difficulties start as stop when a job is found. Support/encouragement during the transition can increase the success rate in getting off welfare and getting into the mainstream
Other problems/issues (selected for inclusion by the interviewer)	- The tremendous increase in single parent families expected by 1990 hasn't generated the policy and infrastructure needed to deal with the problem. - We forget that the feminization of poverty affects not only women, but their children as well, i.e. 2 to 4 times their number. - Services to children, it follows, will be sorely needed, and the more we procrastinate in providing necessary services to single parents, the more services will be required for their children.

the end of 1985, SPAN provided services to about 750 Single Parents/Homemakers, services such as information and referral, workshops, support groups, networking, etc.; _that_ SPAN referred Single Parents to all four Community Colleges on Oahu, mainly for career counseling and selected training programs; _that_ major gaps in services to Single Parents/Homemakers included: adequate/affordable child care services, housing, especially of the emergency and transition variety, lack of a systematic transition off welfare, DSSH's apparent "discounting" of (i.e. not recognizing/supporting) Community College training, etc.; _that_ needed priority services include a coordinated information system; more outreach within neighborhoods; and an "after training" support system (i.e. for the transition from training to job); and _that_ "Other" important problems facing Single Parents/Homemakers include the lack of preparation for the increasing population of Single Parents; the lack of appreciation that the increase in the feminization of poverty impacts their children as well as the women themselves; and that the need for a range of support servics for children will be growing and growing rapidly.

LARGE SCALE AGENCY INTERVIEWS (OAHU). The results of the interviews with administrators from four large agencies serving Single Parents/Homemakers on Oahu are given in Figure 5.2, (page 78). The **DSSH WIN Program** (in column one) is an employment program which is mandatory for "employable" AFDC recipients; it served some 1,242 participants in 1985, providing basic employment training, job readiness training, work experience, job placement, and support services such as Child Care during training. While it did not make direct referrals to Community Colleges, it did subcontract for services with the Junior Colleges' Job Training Opportunities Program. Major gaps in services to Single Parents/Homemakers were seen to be: training in how to handle money; how to "parent"; and more specifically, how to "let the child go" when it's time. A short-term day care center was seen as a priority service, i.e. a drop-in center

Figure 5.2

Summary of Interviews With Selected (Larger) Agencies Serving
Single Parents/Homemakers on OAHU

MAJOR TOPICS/ISSUES	SELECTED (LARGER) OAHU AGENCIES			
	DSSH "WIN" PROGRAM	JTPA PROGRAM	CATHOLIC SOCIAL SERVICES	ALU LIKE "EMPLOYMENT "AND TRAINING PROGRAM"
Target Population	This employment program is mandatory for AFDC recipients who are employable (i.e. not pregnant, parents of young children, etc.	This employment training program is targeted for low income persons in need of improved job skills.	Persons in need: Individuals, families and communities of every race, religion and ethnic origin.	Hawaiians (and others) in need of employment training services (depends on source of funds).
Estimated Number of Single Parents/Homemakers served (Jan-Dec. 1984, except where noted)	Of the 14,639 AFDC recipients on Oahu in 1984, 1242, or approximately 12%, received WIN services.	Of the 1278 persons receiving job training service between 7/1/84 and 7/1/85, 486 were single parents. Homemakers data were not kept.	Approximately 600 single parents and from 2000 to 3000 others, many of them Homemakers were served.	Of the 650 persons receiving employment training from Jan. to July, 1984, 88 were single parents.
Type of Services Offered	- Basic Employment Training - Job readiness training in Clerical, Food Prep., etc. - Work Experience/Job Placement - Child Care during training - Etc.	- Pre Employment Training - On-the-job training in Clerical, Food Prep., Electronics, etc. - Referral Services - Array of Support Services: Child Care, Bus Pass, etc.	- Family Therapy - Spouse/Child Abuse Counseling - Foster Care and Adoptions - Birth/Parent Counseling - Emergency food, housing, etc. services - Etc.	- Classroom Training - On-the-job training - Employment Referral - Retraining and upgrading
Referrals to Community Colleges — Which?	- Not direct referrals	- Honolulu Community College - Leeward Community College - Employment Training Office	- Honolulu Community College - Leeward Community College	- All Community Colleges in the system
What for?	- Subcontracts some training with the Community College's Job Training Opportunities Program	- Academic and Vocational coursework - Clerical and Food Service Training (E.T.O.)	- Vocational Program - Training of Care Aides - The Kalihi-Palama Program (HCC)	- Alu Like utilized the Community Colleges training programs in a number of areas, ranging from air conditioning, to computer programming, to Liberal Arts

Figure 5.2

Summary of Interviews With Selected (Larger) Agencies Serving
Single Parents/Homemakers on OAHU

(Cont'd)

	SELECTED (LARGER) OAHU AGENCIES			
MAJOR TOPICS/ISSUES	DSSH "WIN" PROGRAM	JTPA PROGRAM	CATHOLIC SOCIAL SERVICES	ALU LIKE "EMPLOYMENT "AND TRAINING PROGRAM"
Major Gaps in Services to Single Parents/Homemakers	Single Parents need assistance/training in - How to handle money - How to be parents - How to "let the child go" when it's time	Incremental transition off welfare is badly needed. Maybe State/Non-Profit/City/other Federal funds could kick in when DSSH stopped and then recede gradually as income/stability increased	- Child Care (a hugh problem) - Job Development Assistance (not enough just to get them crappy jobs) - Housing	- Prepare for the development of "self-concept"
Priority Services: If had $10,000 to spend on Single Parents/Homemakers	- Short term day care center (i.e. drop in center while look for job, etc.)	- Move support services especially financial support (lack of funds is main reason for dropping out)	- Develop Support Programs in selected communities (counseling, self-help, volunteer, etc.)	- Program to bolster self-respect, self-motivation
Priority Services: If had $20,000 to spend on Single Parents/Homemakers	- Same as above	- Same as above (Performance Incentives might be added)	- Same as above; add Respite and Child care	- Child Care
Priority Services: If had $40,000 to spend on Single Parents/Homemakers	- Same as above	- Same as above	- Same as above, add job training and other economic development components	- Upgrading of skills (after Child Care is taken care of)
Other Problems/Issues mentioned (selected by the Interviewer)	- At base, WIN's mandate is to get AFDC recipients off the rolls as quickly as possible. Of necessity, this leads to a focus on less skilled, lower paying jobs.	- Hawaii's JTPA program is one of the few in the nation which has met or exceeded all seven of the National Performance Standards set for these programs, an all too well kept secret.	- Some church facilities, (e.g., in Central Aiea) are providing quality day care services. A consortium of Church, SPAN, PATCH, and other groups might go a long way toward solving the Child Care problem.	- While it's clear that the Child Care problem won't be solved easily, if the State were to provide physical sites and non-profit agencies were to staff them, significant ground could be gained.

(while they look for work, etc.) An "Other" issue mentioned was that, at base, WIN's mandate is to get AFDC recipients off the welfare rolls as quickly as possible. Of necessity, this leads to a focus on less skilled, lower paying jobs, and by extension, less extensive training (as in most Community College programs).

The **Job Training Partnership Act (JTPA) Program** is an employment training program targeted for low income persons in need of improved job skills. It served 486 Single Parents between 7/1/84 and 7/1/85, providing services such as pre-employment training, on the job training, a referral service, and an array of support services including Child Care, bus passes, etc. It referred students to Honolulu and Leeward Community Colleges as well as the Clerical and Food Service Programs at the Employment Training Office. A major service gap indicated was the need for an incremental approach in the transition off welfare. The major priority service it suggested was additional support services, expecially financial support, since the major reason for drop outs in its program is lack of funds. An "Other" issue is the excellent track record held by this program locally; i.e. it was one of the few programs naturally to reach all seven performance standards set for the JTPA programs.

The **Catholic Social Services Program**, which provides a wide array of services including family therapy, spouse and child abuse counseling, birth/parent counseling, emergency food, housing, etc. estimated it served 600+ Single Parents last year. It refers Single Parents (and others) to Honolulu and Leeward Community Colleges on occasion, for their vocational programs, particularly the training of care aides. Child Care, job development, and housing were three major gaps mentioned. And the development of support programs including respite and chid care and job training were some of the priority services mentioned. An "Other" issue was that some church facilities are already providing quality day care services, and possibly in conjunction with other groups, even more could be provided.

The **ALU LIKE Employment and Training Program** provides employment training services for Hawaiians (and others), i.e. classroom training , on-the-job training, and employment referral services. From January to July (1985) some eighty-eight Single Parents were served. Extensive referrals were made to all four Community Colleges on Oahu, mainly to selected training programs, but also to some extent, for Career Counseling. A major gap noted in the services to Single Parents/Homemakers was in the area of self-development, i.e. much more training/support is needed in this area. Priority services suggested were bolster self respect/self motivation; provide child care; and upgrade various work skills. A particularly important "Other" consideration was that if the State were to provide (and possibly maintain) the physical sites for day care faciliteis, non-porofit agencies might be able to provide staffing--a cooperative effort that would go a long way toward solving the day care problem.

SMALLER SCALE AGENCY INTERVIEWS (OAHU). The results of the interviews iwth administrators from four smaller scale agencies serving Single Parents/Homemakers on Oahu are given in Figure 5.3, (page 82).

Big Brothers and Sisters of Oahu provides "sibling substitutes" for children 6-16 years of age. Approximately 400 children were served last year, 90-95% from Single Parent families. Their primary service is providing one-to-one relationships with an adult volunteer. In the course of their activities they refer Single Parents to virtually all of Oahu's Community Colleges, mainly for "general education' but sometimes to specific programs such as Kapiolani Community College's Food Service Program. Major gaps in services to Single Parents they cite are day care, jobs and support services to facilitate the child's development. Priority services they cite include additional resources for counseling (Single Parents); programs for training volunteers, and programs for dealing with sex abuse (i.e. with offenders as

Figure 5.3

Summary of Interviews With Selected (Smaller) Agencies Serving Single Parents/Homemakers on OAHU

MAJOR TOPICS/ISSUES	SELECTED (SMALLER) OAHU AGENCIES			
	BIG BROTHERS AND SISTERS OF OAHU	PEOPLE ATTENTIVE TO CHILDREN (PATCH)	SALVATION ARMY'S PONO POHAI PROGRAM	YWCA'S PRE-EMPLOYMENT PROGRAMS (PEP AND JOB START)
Target Population	Children 6-16 who could benefit from the role model/companionship of an older sibling substitute	Persons in need of quality Child Care services	Families at risk for abuse, neglect, or distorted parenting of infants, 3 to 13 months	Unemployed or underemployed women interested in finding a job or career
Estimated Number of Single Parents/Homemakers served (Jan-Dec. 1984)	Approximately 400 children served, 90-95% from Single Parent families	Of the more than 700 families served in 1984, approximately 175 (about 25%) were Single Parent families	Approximately 18 Single Parents and five Homemakers were served in this intensive Live-in Program	Approximately 66 Single Parents served
Type of Services Offered	One-to-one relationship with adult volunteer (one year assignment, approximately 4 hr./week)	- Referral to Family Day Care homes - Guidelines for evaluating Child Care services - Workshops and training on Child Care related topics - Monthly Newsletter - Etc.	- Health and psychiatric evaluation and treatment - Cancer counseling - Child Care - Family therapy - Support groups - Etc.	- Identifying interests, values, job skills - Practice in interviewing, resume writing, etc. - Self-esteem building - Babysitting - Etc.
Referrals to Community Colleges — Which?	- All	- Honolulu Community College	- Honolulu Community College - Kapiolani Community College	- Leeward Community College - Honolulu Community College
What for?	- General Education or some specific program such as KCC's Food Service Program	- Infant/Toddler/Family Day Care Classes - Child Development Associate Degree (accepted by DSSH in lieu of B.A. in certifying Day Care Services)	- Testing - Secretarial program - Variety of other educational, vocational programs	- Mostly career counseling, career oriented courses
Major Gaps in Services to Single Parents/Homemakers	- Day Care - Jobs - Child Support (i.e. education/recreation services to support child's development)	- Fact that a fee is required - 75% of calls to PATCH are for day care services for children under 2 yr. of age. Statewide there are fewer than 400 Day Care spaces licensed for children under 2.	- Child Care - Affordable housing - Transportation	- Quality Day Care - Access to housing - Flex jobs - More training (like WIN program)

Figure 5.3

Summary of Interviews With Selected (Smaller) Agencies Serving
Single Parents/Homemakers on OAHU

(Cont'd)

	SELECTED (SMALLER) OAHU AGENCIES			
MAJOR TOPICS/ISSUES	BIG BROTHERS AND SISTERS OF OAHU	PEOPLE ATTENTIVE TO CHILDREN (PATCH)	SALVATION ARMY'S PONO POHAI PROGRAM	YWCA'S PRE-EMPLOYMENT PROGRAMS (PEP AND JOB START)
Priority Services: If had $10,000 to spend on Single Parents/Homemakers	90% of staff time used to monitor caseload, bring in new volunteers; need time/resources for counseling	Increase # of Day Care producers by massive media/speaking campaign	- Day Care service after leave program - Vocational Education - Follow up system after leave program	- Child Care - need it to go to training, go to work; or just for respite
Priority Services: If had $20,000 to spend on Single Parents/Homemakers	More effective program for training volunteers, e.g., clarify roles; when/how to refer for other services, etc.	Free training to people interested in being day care "professionals"	- Same as above	- Housing assistance - to move you need 1 month deposit plus first month rent; also there's lots of discrimination
Priority Services: If had $40,000 to spend on Single Parents/Homemakers	Need program for dealing with sex abuse (offenders as well as victims)	More free training to Child Care producers - to help get licensed, deal with taxes, etc.	- Add Women's Workshops to the above	- Couples - need help as couples, e.g., get into job training program together, etc.
Other Problems/Issues mentioned (selected by the Interviewer)	- The number of "Latch Key" children is large and growing. After school programs at school/after school would be a sensible and relatively inexpensive solution to this soon to be costly problem.	- Adequate housing is a serious problem for Single Parents. A "PATCH" type organization (i.e. referral/monitoring/lobying) is needed for housing.	- "Welfare Bridge" is badly needed; i.e. a way to gradually get off welfare, e.g., if you take a job, you lose Child Care benefits, but most jobs don't pay enough to cover living expenses plus Child Care; so you don't take the job and everyone loses.	- Parenting Education - should start early in high school.

well as victims). The "Other" problem of special concern was the problem of "Latch Key" children.

PATCH (People Attentative to Children) provides referral to family day care homes, guidelines for evaluating child care services, workshops and training on Child Care topics, and a monthy newsletter. Last year it served approximately 175 Single Parent families. It worked closely with Honolulu Community College in a series of workshops in support of a Child Development Advocate certificate which is recognized by DSSH for day care services. Major gaps in services for Single Parents/Homemakers it saw were 1) the fee that PATCH must charge service recipients, and 2) the tremendous lack of day care services for children under 2 years of age (75% of calls to PATCH are for this type of service, yet there are fewer than 400 day care spaces licensed for children under two statewide). Priority services they support include: 1) to increase the number of day care facilities, 2) free training to people interested in being day care professionals, and free training to those already in the business, e.g. help with taxes, etc. The "Other" problem/issue of special interest was housing. Adequate housing for Single Parents is a serious problem. An organization like PATCH might be set up for referral, monitoring services, lobbying, etc. on housing issues.

Salvation Army's Pono Pohai Program serves families at risk for abuse, neglect, or distorted parenting of infants, 3 to 13 months. Approximately 18 Single Parents and 5 homemakers were served in this intensive live-in program last year. Specific services offered include health and psychiatric evaluation and treatment, career counseling, child care, family therapy, support groups, etc. Referals are sometimes made to Honolulu Community College and Kapiolani Community College for testing, and a variety of educational and vocational programs, e.g. secretarial training. Major gaps they see in services to Single Parents/Homemakers include Child Care, affordable housing, and transportation. Priority services they suggest include day care services after they leave the (Pono Pohai) program; vocational education; and a follow-up system. An "Other" problem/issue they cite is the need for a "welfare bridge", i.e a way to gradually get off welfare.

YWCA's Job Start Program is targeted at unemployed or underemployed women interested in finding a job or career. Its services include identifying interests, values, job skills, etc.; practice in interviewing, resume writing, etc.; self-esteem building, etc. A babysitting service is available for participants. It refers single parents/others both to Leeward and Honolulu Community Colleges, mainly for career counseling and career oriented courses. Major gaps it sees in services to Single Parents/Homemakers include: quality day care, access to housing, flex jobs, and more training. Priority services it suggests include child care, housing assistance, and job counseling for couples, e.g. how to get into a training program together, etc. An "Other" issue they felt to be of special importance was that "Parenting Education" should start early in high school.

(BIG ISLAND) AGENCY INTERVIEWS. The results of the interviews with administrators from five agencies serving Single Parents/Homemakers on the Big Island, two from Hilo and three from the Kona side, are given in Figure 5.4, (page 86).

Family Support Services provides child abuse screening, outreach to high risk families, parenting classes, etc. It serves abused children and families of abused chldren; approximately 100 single parents and 25 homemakers were served last year. It often refers single parents to Hawaii Community College for "higher education". Major gaps in services to Single Parents/Homemakers it sees include day care for high stress families, transportation, and outreach (much of the island receives virtually no services of this kind). Priority services for this

Figure 5.4

Summary of Interviews With Selected Agencies Serving
Single Parents/Homemakers on the BIG ISLAND

SELECTED BIG ISLAND AGENCIES

	HILO		KONA		
MAJOR TOPICS/ISSUES	FAMILY SUPPORT SERVICES	FAMILY CRISIS SHELTER	PLANNED PARENTHOOD OF KONA	HAWAII ISLAND TEEN SERVICES - KONA	KONA EMPLOYMENT PREP. PROGRAM (JTPA)
Target Population(s)	- Abused Children - Families of Abused Children	- Battered Women and children	- Persons, mostly woman, in need of reproductive health information, care and counseling	- Pregnant teens/ parent teens	- Currently unemployed persons below income standard, meet JTPA requirement
Estimated number Single Parents/Homemakers served (Jan-Dec 1984; except where noted)	100 Single Parents 25 Homemakers	288 Single Parents 32 Homemakers	350 Single Parents (since July 1984) ? Homemakers	10 Single Parents ? Homemakers	24 Single Parents ? Homemakers
Type(s) of Service Offered	- Child Abuse Screening - Outreach to High Risk Families - Parenting Classes - Support Groups - Etc.	- Emergency Shelter - 24 hr. Hot Line - Support Groups - Emergency Food Prog. - Legal Advocacy - Long Term Shelter (up to 6 months) - Etc.	- Physical Exams - Pregnancy Screening - Contraception - Sexuality Seminars - Referral Services - Advocacy - Telephone Information - Etc.	- Assess broad range of physical, social, psychological needs - Refer to appropriate service procedure(s) - Monitor/follow-up	- Pre-Employment Training - Clerical skills - Job Finding skills - Life skills
Referral to Community College — Which?	Hawaii Community Coll.	Hawaii Community Coll.	None	None	None
What for?	- Higher Education - GED	- "Turns lives around" - "Only way out of this (battered wife) life"	--	--	--
Major Gaps in Services to Single Parents/Homemakers	- Day Care for High Stress Families - Transportation - Outreach (much of the island receives no services) - Time Out Program for Stressed Families	- Transportation - Day Care - Outreach (badly needed; except Puna side)	- Day Care - Support Counseling Service to deal with stress	- Child Care - Program to build self-esteem; to combat the "welfare mentality" - Mental Health services for kids	- Employment Opportunities for Trainees - Child Care - Health Care - Transportation

Figure 5.4

Summary of Interviews With Selected Agencies Serving
Single Parents/Homemakers on the BIG ISLAND

(Cont'd)

SELECTED BIG ISLAND AGENCIES

MAJOR TOPICS/ISSUES	HILO		KONA		
	FAMILY SUPPORT SERVICES	FAMILY CRISIS SHELTER	PLANNED PARENTHOOD OF KONA	HAWAII ISLAND TEEN SERVICES - KONA	KONA EMPLOYMENT PREP. PROGRAM (JTPA)
Priority Services: If had $10,000 to spend on Single Parents/Homemakers	- Affordable Respite Care	- Parenting Groups - Outreach - Transportation	--	- Child Care - Specific job skills	- Equipment - Typewriter - Computer
Priority Services: If had $20,000 to spend on Single Parents/Homemakers	- Day Care (Respite) - Outreach Workers	- Add training of other service agencies (e.g., Police)	--	- Child Care Service in D.O.E.; Education for Teens; Single Parents could drop off kids; to look for job/work	- Child Care to allow more Single Parents to attend
Priority Services: If had $40,000 to spend on Single Parents/Homemakers	- Open satellite branches (almost nothing outside of Hilo and Kona)	- Program for men who batter, if mandated for these groups there wouldn't be so many single parents	--	- Expand Child Care to Extended Day - Train Single Parents/teens in these Centers; to run these Centers	- Extend classroom training with larger on-the-job component - Get trainees employed
Other Problems/Issues Mentioned (Selected by the Interviewer).	- Not enough incentive get off DSSH; in fact many rules work against it; for example to get in JTPA (Job Training Program), you're off welfare whether you get a job or not.	- Lack of understanding in the community concerning the extent, cause, and cost of spouse abuse is the agencies' most difficult hurdle.	--	- Little Day Care help for Single Parents with kids between 2-5 yr. That's when most abuse occurs, when kids start to get into things, when cuteness starts rubbing off.	- Can't get off welfare if you can't get to work. If you have a car, you can't get welfare. Seems to be a need for some kind of gradual transition off welfare.

agency include: affordable respite care, day care outreach workers, and branch offices in the outlying areas. An "Other" problem/issue they felt to be of special importance was that there is not enough incentive for single parents (and others) to get off welfare.

The **Family Crisis Shelter** in Hilo serves battered women and children, about 288 single parents and 32 homemakers last year. Services provided include emergency shelter, a 24 hour hot line, support groups, legal advocacy, and long term shelter (up to six months). The program often refers single parents to Hawaii Community College. At one point the interviewee commented that "an (education) is one of the few ways out of this (battered wife) life". Major gaps seen in the services to Single Parents/Homemakers were: transportation, day care, and outreach (badly needed in large parts of the Big Island). Priority services suggested were: parenting groups, outreach, transportation, the training of other service agencies (i.e. training of the police, for instance, in how to understand/handle battered wife situations). Also suggested were programs for men who batter. An "other" problem/issue mentioned was the lack of understanding in the community concerning the extent, cause and cost of spouse abuse.

The **Planned Parenthood of Hawaii Program** in Kona serves persons, mainly women, in need of reproductive health information, care, and counseling. Approximately 350 single parents were served last year. Services provided include physical examinations, pregnancy screening, contraception, sexuality seminars, and a referral service. The program does not ordinarily make referrals to the Community College. The major gaps in service to single parents it suggested were day care and support counseling to deal with stress.

Hawaii Island Teen Services of Kona serves pregnant teens and teen parents. Their primary services are assessment and referral. They assess a broad range of physical, social, and psychological needs, refer to appropriate service providers, and monitor and follow-up each case. It at once tries to see that all the bases are covered and at the same time to make efficient use of existing community services, avoiding duplication, pinpointing critical needs, etc. A relative new program, it has served 10 single parents. And since they are exclusively teens, the program works more closely with the D.O.E., rather than the Community College system. Major service gaps identified were child care, programs to build self-esteem (to combat the "welfare mentality") and mental health services for kids. Service priorities suggested were: child care, in particular, if provided in the D.O.E., where single parents drop off their children to look for work, and where high school students (single parents and others) could learn child care skills. The development of specific job skills is also a high "service" priority. An "Other" issue/problem mentioned had, again, to do with day care: there is little day care help for single parents with children between 2-5 years of age. But that is when the most abuse occurs, when the kids start to get into things, when the "cuteness" starts wearing off.

The **Kona Employment Preparation Program**, a part of the JTPA program, serves currently unemployed persons below a certain income standard. It provides pre-employment training, e.g. clerical skills, job-finding skills, and life skills. Approximately 25 of the clients it served last year were single parents. The program is autonomous and does not usually refer clients to the Community College system. Major gaps in services to single parents indicated were: employment opportunities for trainees, child care, health care and transportation. Priority services were new/more modern equipment for the training program (e.g. computers), child care (which would allow more single parents ot attend the training) and extending the classroom training with a larger on-the-job component. An "Other" issue/problem mentioned had to do with the transition off of

Figure 5.5

Summary of Interviews With Selected Agencies Serving
Single Parents/Homemakers on MAUI

	SELECTED MAUI AGENCIES				
	MAUI			MOLOKAI	
MAJOR TOPICS/ISSUES	YWCA	ALU LIKE	DSSH	ALU LIKE	QUEEN LILIUOKALANI CHILDREN'S CENTER
Target Population	- Single Parents/others with day care/self-development needs	- Native Hawaiians (and others) 18 years and older in need of Employment Training Services	- Persons with financial medical, food stamps, and social service needs who meets a means test	- Native Hawaiians (and others) 18 years and older in need of Employment Training Services	- Minor Native Hawaiian/Part Hawaiian children who are orphans
Estimated Number of Single Parents/Homemakers Served (Jan-Dec 1984)	155 Single Parents 20 Homemakers	30 Single Parents 30 Homemakers	1027 Single Parents ? Homemakers	70 Single Parents ? Homemakers	150 Single Parents ? Homemakers

Type of Services Offered	- Day Care (after school)
	- Recreation/Self Development Courses
		- Employment Training
		  - Classroom
		  - Work Experience
		  - On Job Training
		- Support Services
		  - Child Care
		  - Financial Aid
		  - Transportation
		  - Etc.
			- Financial Relief
			- Medical Services
			- Food Stamps
			- Variety of Social Service including Day Care
				- Employment Training
				  - Classroom
				  - Work Experience
				  - On Job Training
				- Workshops
				  - Self Esteem
					- Counseling
					- Parenting Skills
					- Financial Aid Clothing allowance, etc.

Referrals to Community Colleges — Which?	- None	- Maui Community Coll. (Employment Oppor. Center)	- None	- Maui Community Coll.	- Maui Community Coll.
What for?		- Career Planning - Counseling		- Clerical Cluster - Ag. Program - Basic Math/English	- General Education - "Yes You Can" Program for Displaced Homemakers

Figure 5.5

Summary of Interviews With Selected Agencies Serving
Single Parents/Homemakers on MAUI

(Cont'd)

SELECTED MAUI AGENCIES

MAJOR TOPICS/ISSUES	MAUI			MOLOKAI	
	YWCA	ALU LIKE	DSSH	ALU LIKE	QUEEN LILIUOKALANI CHILDREN'S CENTER
Major Gaps in Services to Single Parents/Homemakers	- Fees (many of our services require slight fee) - Transportation - Need programs for children while parents are at work	- Services to "Displaced Persons" - Orientation as to how to get back in the work force once you've been out for a while	- Services for parents having children at an early age and lacking skills to be competitive in the labor market	- Transportation - Day Care - Client Assessment - Provide resources to succeed (may need assistance till get established in job)	- Employment Opportunities - Parenting Skills
Priority Services: If had $10,000 to spend on Single Parents/Homemakers	- Child Care for working single parents	- "Reorientation" How to get back into work force. How to "re-tool" to meet job demands	--	- Develop more social programs - How to handle stress	- Parenting Classes - Household Management
Priority Services: If had $20,000 to spend on Single Parents/Homemakers	- Child Care and variety of classes/lessons in outlying areas	- Add Child Care Information System	—	- Assess/Certify handicraft/fishing/etc., skills	- Parenting Classes
Priority Services: If had $40,000 to spend on Single Parents/Homemakers	- Transportation and outreach services	- Subsidize Child Care - Van to provide transportation	—	- Implement all above programs at once; slow phase in is self-defeating	- Parenting Classes
Other Problems/Issues Mentioned (Selected by the Interviewer)	- Many single parents who work make too much to qualify for welfare but not enough to afford quality Day Care services	- Great need for "Networking" among Single Parents/Displaced Homemakers	- Lacks sufficient staff to service and license Day Care	- If client goes on Job Training he/she loses benefits. Should be some kind of gradual transition.	- Many young single parents don't understand children's needs

welfare: If you have a car you can't get welfare. But if you don't have a car (to find/get a job) you can't get off welfare.

(MAUI) AGENCY INTERVIEWS. The results of the interviews with administrators from three Maui and two Molokai agencies serving Single Parents/Homemakers are given in Figure 5.5 (page 90).

Maui's YWCA provides day care (after school), recreation and self development services. Last year approximately 155 single parents and 20 homemakers received such services. Ordinarily, formal referrals are not made to the Community College system. Major gaps in services to Single Parents/Homemakers that were identified include: the need to charge fees (even though slight) for many of the services provided, transportation, and programs for children while the parents are at work. Services priorities were: child care for working single parents, a variety of classes/lessons in outlying areas, and transportation. An "Other" problem/issue mentioned was the "gap group" of single parents who make too much to qualify for welfare, but not enough to afford quality day care services.

The **Maui Branch of the Department of Social Services and Housing (DSSH)** provides assistance to persons with financial, medical, food, and social services needs who meet a financial means test. Approximately 1,030 single parents received assistance last year. While DSSH office does not technically refer clients to the Community College system, a large prominantly placed poster in their main office announces the services provided by Maui Community College's Employment Opportunity Center. A major gap in services to single parents is the lack of services focusing on young single parents who lack the skills to be competitive in the labor market. An "Other" problem mentioned was that the DSSH lacks sufficient staff to service and license adequate day care facilities.

The **Maui Branch of Alu Like** serves Native Hawaiians (and others) 18 years of age and older who are in need of employment training services. The specific employment training services include classroom training, work experiences, and on-the-job training. Support services such as child care, financial aid, and transportation are also provided. Approximately 30 single parents and 30 homemakers were among those provided services last year. Referrals are often made to Maui Community College's Employment Opportunity Center, mainly for career planning and counseling services. Major gaps in services to Single Parents/Homemakers indicated were: services to "displaced" persons (many are young, new arrivals), "re-entry" (to the job market) orientations for people who have been out for a while. Priority services suggested include: re-entry orientations, a child care information system (something like PATCH on Oahu), subsidizing child care, and possibly a van to provide employment training program trainees transportation. An "Other" problem/issue mentioned was the need for "networking" among Single Parents/Homemakers themselves.

The **Alu Like Employment training Office on Molokai** provided similar services to approximately 70 single parents last year. It too, frequently refers clients to Maui Community College, but for clerical training, the agriculture program, and basic math and English, as well as for counseling and career planning. Major gaps in services to single parents/homemakers identified were: transportation, day care, client assessment, and "transition to job" support services, i.e. assistance until they get estabished in job--just don't cease services once they get a job. Priority services suggested were: more social programs, how to handle stress, assessment and certification of handicrafts/skills (e.g. fishing), implement the above programs all at once (slow phase-in is self-defeating). An "Other" problem/issue mentioned was the need for a gradual transition off welfare. The way it is now, if a client goes on Job Training, he/she looses benefits. To be penalized for learning a job is probably not a good idea.

Figure 5.6

Summary of Interviews With Selected Agencies Serving
Single Parents/Homemakers on KAUAI

	SELECTED KAUAI AGENCIES			
MAJOR TOPICS/ISSUES	YWCA WOMEN'S RESOURCE CENTER	JOB TRAINING PARTNERSHIP PROGRAM	DEPARTMENT OF SOCIAL SERVICES AND HOUSING	KAUAI ECONOMIC OPPORTUNITY PROGRAM
Target Population	Women in need of support services	Unemployed persons meeting a low income criteria	Persons in need of social services/housing who meet means and categorical requirements	Primarily Kauai's economically disadvantaged population
Estimated Number of Single Parents/Homemakers served (Jan-Dec. 1984, except when noted)	275 Single Parents 150 Homemakers	35 Single Parents ? Homemakers (June-Dec. figures)	580 AFDC cases on the average (mostly Single Parent females)	About half of the 358 day care, after school, and head start clients were from Single Parent families (July 1982-1984 figures)
Type of Service Offered	- Counseling/Referral - Assistance with Divorce - Emergency Shelter	- Referral - Counseling - Skills classes - On-the-job Training - Work Experience Program - Placement	- Financial - Medical - Social - Day Care - Food Stamps - etc.	For Single Parents, primarily - Day care - Head Start - After School Program - Consumer Education
Referral to Community Colleges — Which?	- Kauai Community College	(This JTPA program is administered by Kauai Community College)	- Kauai Community College	- Kauai Community College
For What?	- Small island; don't really need to refer - When we do, however, it's for educational programs and/or Vocational Educational Counseling		- Financial Assistance - Food Stamps - Medical Assistance	- Counseling - General Education Programs
Major Gaps in Services to Single Parents/Homemakers	- Child Care for Single Parents - Recreational Activities for Families	- Child Care - Transportation	N/A	- Much more day care service is needed

Figure 5.6

Summary of Interviews With Selected Agencies Serving
Single Parents/Homemakers on KAUAI

(Cont'd)

MAJOR TOPICS/ISSUES	SELECTED KAUAI AGENCIES			
	YWCA WOMEN'S RESOURCE CENTER	JOB TRAINING PARTNERSHIP PROGRAM	DEPARTMENT OF SOCIAL SERVICES AND HOUSING	KAUAI ECONOMIC OPPORTUNITY PROGRAM
Priority Services: If had $10,000 to spend on Single Parents/Homemakers	- Child Care (cooperative) - Job Training	- More Child Care facilities - Transportation	N/A	- Child Care - Job Placement
Priority Services: If had $20,000 to spend on Single Parents/Homemakers	- Same as above, but more in depth - Support Network Building	- Longer term intensive training - Support YWCA's existing programs	N/A	- Child Care extended after school
Priority Services: If had $40,000 to spend on Single Parents/Homemakers	- Full time person to function as Day Care nurse; and to develop other Social Psychological Services	- Help YWCA expand existing programs	N/A	- Child Care
Other Problems/Issues mentioned (selected by the Interviewer)	- There's a real need for Single Family camps (just for Single Families), and for weekly support groups	- Adequate supply of jobs is just not available	Confusion about tuition and loss of Benefits: Tuition is not counted as a resource unless it duplicates DSSH assistance (i.e. if it can only be used for school expenses and not for things like shelter and food, it is not counted for AFDC)	- Many options are there (Consumer Education, etc.) that are not taken advantage of (i.e. lack of motivation)

Molokai Queen Liliuokalani Children's Center provides counseling, parenting skills, and some financial aid (clothing allowance, etc.) to serve minor native Hawaiian children who are orphans. Approximately 150 single parents received services last year. Parent clients are often referred to Maui Community College, for general education services, and in particular, they are referred to the "Yes You Can" program for displaced homemakers. Major gaps in services to Single Parents/Homemakers include: employment opportunities and parenting skills. Service priorities suggested were: parenting classes and household management classes/workshops. An "Other" problem/issue was that many young parents just don't understand children's needs.

(KAUAI) AGENCY INTERVIEWS. The results of the interviews with administrators from four Kauai agencies serving Single Parents/Homemakers are given in Figure 5.6 (page 94).

Kauai YWCA Women's Resource Center provides counseling/referral assistance with divorce, and emergency shelter to women in need of such services. On an island the size of Kauai, formal referral to the Community College is seldom needed, but when referrals are made, they are usually for specific educational programs or for vocational educational counseling. Major gaps in services to Single Parents/Homemakers identified were child care (for single parents) and recreational activities (for families). Priority services suggested were cooperative child care, job training, and support network building. An "Other" problem/issue mentioned was the need for single family "camps" and weekly support groups.

The Kauai Job Training Partnership Program (JTPA) provides referral, counseling, skills classes, on-the-job training, a work experience program, and placement services to unemployed persons meeting a low income criterion. Of those served between June and December of 1985, 35 were single parents. On Kauai, the JTPA program is administered by Kauai Community College. The major gaps in services to single parents include child care and transportation. Priority services suggested were: more child care facilities, transportation, longer term intensive training (at JTPA), support for YWCA's existing programs (the Women's Resource Center) and help for the YWCA to expand their existing programs. An "Other" problem/issue mentioned was that an adequate supply of jobs is just not available.

The **Kauai Branch of the Department of Social Services and Housing (DSSH)** provides assistance to persons with financial, medical, food, or social service needs who meet a means test. The average case load on Kauai is 580 AFDC clients, mostly single parents. Referrals are made to Kauai Community College for financial assistance, food stamps, and medical assistance. An important issue mentioned was the confusion about tuition and loss of benefits. It was noted that tuition is not counted as a resource unless it duplicates DSSH assistance (i.e. if it can only be used for school expenses and not for things like shelter and food, it is not counted for AFDC purposes).

The **Kauai Economic Opportunity Program (KEO)** serves the Kauai economically disadvantaged population. Single parents benefit, in particular, from its day care, Head Start, after school, and counsumer education programs. About half of the 358 day care, after school, and Head Start clients were from single parent families between July 1982 and July 1984. KEO often refers clients to Kauai Community College for counseling, and for a variety of general education programs. The major gap in services to single parents identified was day care. Much more day care service is needed. Service priorities suggested were: child care, extended (after school) child care, and job placement. An "Other" problem/issue mentioned was that many options are being provided (e.g. Consumer Education) that are not being taken advantage of.

SUMMARY

Sample. Administrators from 23 agencies serving Single Parents/Homemakers were interviewed. Large, small, urban, rural, public and non-profit agencies were included. The neighbor islands were heavily sampled. On each island, "nominations" for target agencies were taken first from Community College administrators (see Chapter IV, page 61), and then from each agency representative who was interviewed. For the most part, agencies with the most cumulative nominations were interviewed. In those cases where logistics made it difficult or impossible to interview an appropriate administrator, the agency with the next most nominations was approached.

Findings. The agency interview results indicate first and foremost, that the need for child care services among single parents is pervasive. The need was mentioned as a "major gap" or a "service priority" in 21 of the 23 (i.e. 91%) of the interviews. Indeed, it was a *major* and repetitive theme in several interviews, both on Oahu and on each of the neighbor islands. The lack of available/affordable child care services seems to have both a "suppressor effect" on enrollment in job training, vocational education, and general education programs (i.e. can't take advantage of such programs without child care services), and at the same time, an "inflationary effect" on the welfare rolls (since some resources for child care *are* available via DSSH).

This leads to a second important (maybe *more* important, though less pervasive), finding, i.e. that the lack of support services for the transition off of welfare results in trapping single parents (in particular) on welfare, and in reinforcing (if not establishing) what has become known as "the welfare mentality". If you are lucky enough to get a job, for instance, and many entry level jobs are low paying, you may not be able to afford the extra cost of child care, but in getting the job you loose your day care benefits. It is as though our system were a ladder of options, with DSSH and related support agencies comprising the lower rungs, and public and private employers comprising the upper rungs, but with the middle (support) rungs far apart, making it easy to fall down (if you loose your "rung"), but appreciably more difficult to climb up, in any case.

A third major finding has to do with the extent of overlap in services provided by the various agencies and their use of the Community College system. There seems to be relatively little overlap in the services provided by the agencies interviewed (on a given island), and relatively little overlap as well, with the services provided by the Community Colleges. While many of the agencies interviewd (depending on their specific goals), referred clients to one or more Community Colleges for various educational and counseling services, only infrequently did they seem to have a close relationship with the college, i.e. except on the neighbor islands, few specifics about the Community College programs could be recounted and few names of Community College personnel were known.

VI SURVEY OF SINGLE PARENTS/HOMEMAKERS

A sample of Single Parents/Homemakers was surveyed concerning their educational backgrounds, interests and training needs; their employment status and interests; the impediments they saw to continuing their formal education; and their general demographic characteristics and other than education needs. In this section, the sample of Single Parents/Homemakers surveyed, the procedures used, the survey questionnaire, and the major findings of the survey are described.

WHO WAS SURVEYED? (The Sample)

Over 1300 needs assessment questionnaires were distributed to Single Parents/Homemakers at 32 sites throughout the State, 11 on Oahu, 9 on Maui, 7 on the Big Island, and 5 on Kauai (see Table 0.10 for a listing of the sites and the number of questionnaires distributed per site, by island). It should be noted, by the way, that because of the notoriously low response rates among single parent populations to questionnaires of this sort, the original plan was to do intensive interviews, utilizing group discussion techniques, with a number of formal and informal Single Parent/Homemaker groups throughout the State. The vacation schedules of key contact persons, however, made this option all but impossible logistically.

With the low response rate problem in mind, the decision was made to start by sampling "near the services" (i.e. at the Community Colleges) and then to move systematically "outward" i.e. to volunteer agencies such as SPAN, which draws on a slightly different population, and then to an array of Other Agencies serving Single Parents/Homemakers, where other distinct sub-populations reside. An important limitation of this sampling plan is that it may not move "out" (i.e. away from the services) far enough; i.e. it may neglect important sub-populations; i.e. those "not connected" to formal or informal agencies/organizations. Given the almost total lack of

Table 0.10

Distribution/Return Rate of Single Parent Vocational Education Needs Assessment Survey Form
By Island and Source of Data

OAHU				
Source of Data	Distr. N	Distr. %	Ret. Rate* N	Ret. Rate* %
SPAN				
SPAN	400	48.6%	163	40.8%
COMM. COL.				
Leeward CC	120	14.6%	20	16.7%
Hon. CC	55	6.7%	—	—
Wind. CC	40	4.9%	17	42.5%
Kap. CC	40	4.9%	11	27.5%
Subtotal	255	31.0%	48	21.3%
AGENCIES				
JTPA	60	7.3%	—	—
Big Bro./ Sister	27	3.3%	—	—
Catholic Fam. Ser.	26	3.2%	—	—
Pohai Pono Pono	20	2.4%	6	30.0%
Alu Like	20	2.4%	—	—
YWCA	15	1.8%	8	53.3%
Subtotal	168	20.4%	14	8.3%
All Oahu Sites	823	100.0%	225	27.3%

BIG ISLAND				
Source of Data	Distr. N	Distr. %	Ret. Rate* N	Ret. Rate* %
SPAN				
--	--	--	--	--
COMM. COL.				
Hawaii CC	30	19.5%	9	30.0%
Subtotal	30	19.5%	9	30.0%
AGENCIES				
(Hilo)				
Parents w/o Partners	50	32.5%	8	16.0%
Family Services	20	13.0%	—	—
Fam. Crisis Cntr.	10	6.5%	4	40.0%
	(80	51.9%)	(12	15.0%)
(Kona)				
Planned Parent.	20	13.0%	—	—
Adoles. Fam. Life Proj.	18	11.7%	4	22.2%
Empl. Prep. Prog.	6	3.9%	1	16.7%
	(44	28.6%)	(5	11.4%)
Subtotal	124	80.5%	17	13.7%
All Big Is. Sites	154	100.1%	26	16.9%

MAUI				
Source of Data	Distr. N	Distr. %	Ret. Rate* N	Ret. Rate* %
SPAN				
--	--	--	--	--
COMM. COL.				
Maui CC	80	30.1%	6	7.5%
Subtotal	80	30.1%	6	7.5%
AGENCIES				
DSSH	40	15.0%	--	--
YWCA	20	7.5%	--	--
Big Bro./ Sister	20	7.5%	4	20.0%
Alu Like	16	6.0%	4	25.0%
Physician (Molokai)	10	3.8%	--	--
Liliuokalani Trng.	50	18.8%	2	4.0%
Alu Like	20	7.5%	--	--
DSSH	10	3.8%	--	--
Subtotal	186	69.9%	10	5.4%
All Maui Sites	266	100%	16	6.0%

KAUAI				
Source of Data	Distr. N	Distr. %	Ret. Rate* N	Ret. Rate* %
SPAN				
--	--	--	--	--
COMM. COL.				
Kauai CC	26	28.0%	1	3.8%
Subtotal	26	28.0%	1	3.8%
AGENCIES				
YWCA	21	22.6%	3	14.3%
DSSH	20	21.5%	2	10.0%
JTPA	20	21.5%	--	--
Family Sers.	6	6.5%	--	--
Subtotal	67	72.0%	5	7.5%
All Kauai Sites	93	100%	11	11.8%

STATEWIDE TOTALS				
Source of Data	Distr. N	Distr. %	Resp. Rate* N	Resp. Rate* %
SPAN				
1 site	400	29.9%	163	40.8%
COMM. COL.				
7 sites	391	29.3%	64	16.4%
AGENCIES				
24 sites	545	40.8%	46	8.4%
32 sites	1,336	100%	273	20.4%

*Does not include questionnaires received after the data processing deadline or those received incomplete, miscoded, or otherwise unsuited for processing.

needs/interests data from Hawaii Single Parents/Homemakers (see literature review in Appendix A, page 321), the response rate difficulties already anticipated, and, on the positive side, that many of the educational interests/needs of both "connected" and "unconnected" Single Parents/Homemakers would be similar, the decision was made to do a more in-depth survey of a sample "nearer the services" than a less in-depth survey of a broader sample, i.e. one which would include those relatively isolated from formal and informal service agencies. It was felt, too, that the scope of the study as a whole, with its literature review, its interviews with representatives from all of the State's Community Colleges, its interviews with representatives of over 20 agencies, public and private, which provide important services to single parents, and with its survey of Single Parents/Homemakers somewhat "nearer the services" would compensate somewhat for the paucity of data from the "isolated" Single Parents/Homemakers.

Response Rate. Of the 1,336 survey questionnaires distributed (see "Procedures" below), 311 were returned to the Office of the State Director for Vocational Education. Twenty-two of these were received after the data processing deadline, and another 16 were incomplete, incorrectly filled out, or otherwise unsuited for processing, leaving an overall (useable) response rate of 20.4%. (The response rate breakdown by site and island and by type of site, i.e. Community College, SPAN, and Other Agencies, is given in Table 0.10. With slightly more than two out of every ten survey questionnaires reaching final processing, great care must be taken in interpreting and generalizing from the findings that result. Much reliance, in fact, will be placed on the pattern of findings that emerge from a number of subgroup comparisons, e.g. age of children, employment status, benefits status, etc. The general compatibility with external data, two (e.g. research literature, Community College interviews, Agency interviews, etc.) will be given special consideration.

WHAT PROCEDURES WERE USED? (The Method)

Sampling/Data Collection. As mentioned above, 1336 needs assessment survey questionnaires were distributed to a sample that included three major sub-populations: single parents who were Community College students, SPAN members, and single parents served by one or another of a variety of service agencies. The sampling of SPAN members was the most systematic and comprehensive. The questionnaire was included in each participant's packet at a major SPAN workshop on July 27, 1985. One hundred and eighty-six (186) survey questionnaires were distributed in this fashion, and 400 additional questionnaires were mailed to the SPAN mailing list in August. It should be noted, by the way, that while some of the 186 conference attendees received duplicate survey forms (at the conference and via mail), there is no evidence that anyone returned more than one. It should be noted, also, that the physical mailing was done by SPAN staff and no names/addresses were disclosed.

The sampling procedures used at both the Community College and agency sites were less systematic and comprehensive than those used at SPAN. First of all, the number to be sampled (i.e. the number of questionnaires to be distributed) was negotiated with each site rather than imposed. In the case of some sites, both Community Colleges and agencies, they didn't know precisely who the Single Parents/Homemakers (especially "the homemakers" were; and in many cases, even when they knew who they were, it wasn't easy to contact them, expecially during the summer, with staff (and/or clients) on vacation. In the case of the Community Colleges, the beginning of the Fall term is often a "new game", and in some cases, they were asked to distribute forms just after the counseling period, which would have been ideal for questionnaire distributions.

Another sense in which the sampling procedures for Community College and agencies were less clear and systematic than those used by SPAN, was that tight selection procedures were not imposed, i.e. while they were asked to distribute the questionnaires to a "representative" sample, "representative" was not clearly defined (as in random distribution). The distinct impression was given that "probability of high response" (again, sampling "near the services") was also important.

Data Processing/Analysis. Data were monitored periodically as they arrived at the Office of the State Director for Vocational Education. Periodic calls and/or visits were made to sites with particularly low or unusual response rates. The data were coded and transferred to eighty column data sheets. After September 23rd, the cut-off date for accepting field data, the coded data were punched on IBM computer cards, and underwent electronic data processing at the University of Hawaii Computer Center. Outputted were numerous cross-tabulation tables covering nine categories of characteristics and outcomes (e.g. personal and family characteristics, education interests and training need outcomes, etc.) by seven categories of respondents (e.g. those from Community Colleges, SPAN, or Other Agencies; those with preschool, school age, or older children; those from various locations around the State, etc. (See list of tables/locations in Table 0.10, page 102). Single level ($p < .05$) significance tests were computed for major percentage comparisons using the nomograph technique.[1]

WHAT QUESTIONS WERE ASKED? (The Survey Questionnaire)

The Single Parent/Homemaker Study of Vocational Education Needs Questionnaire (see Appendix F, page 379) includes the following:

Item #1: a series of background information questions, i.e. sex, age, ancestry, marital status, number and age of children, zip code, income, educational background, and homemaker status.

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1) "Nomographs" in Questionaire Design and Attitude Measurement, A.N. Oppenheim; Basic Books, New York, 1966.

Item #2: a number of questions concerning the respondent's *immediate needs*; e.g. career, support, and basic needs such as job placement, child care, and housing, respectively.

Item #3: questions concerning specific *training needs* and accomplishments, i.e. training both in "career" topics (e.g. how to find your skills) and other "support" topics (e.g. how to survive on a budget).

Item #4: a few questions on *current educational enrollment*, e.g. institution, full or part-time, and major area of study.

Item #5: several questions eliciting the respondent's degree of *interest in enrolling* in various institutions/major combinations, e.g. at a Community College, in a traditionally female vocational education major, at a Four Year College, in a Liberal Arts Major, etc.

Item #6: a series of questions on *impediments to enrolling* in a formal educational institution/program; e.g. child care, lack of funds, lack of knowledge about available programs, etc.

Item #7: some questions on type of *benefits currently received*, e.g. AFDC, child support payments, etc.

Item #8: a few questions on *current employment status*, e.g. job title, full-time/part-time, length of time since last full-time job, etc.

Item #9: questions about job interests, e.g. interest in business, in trade and technology, in human services, etc.

Item #10: an open-ended question eliciting comments on "anything missed in the questionnaire" and on "any specific need" the respondent wished to stress.

WHAT WAS LEARNED? (The Findings)

The answers to the above question, i.e. "the findings", are given in the eight sections which follow:

In Section #1: virtually all of the above questions are "answered" for the total sample of 273 Single Parents/Homemakers as a group. These would be the "overall" findings.

In Section #2: all the questions are again "answered", but this time separately by Single Parent/Homemaker Status, i.e. separately for the respondents who were single parents (N=225) and for those who were Homemakers (N=55).

In Section #3: the answers, i.e. data, are reported once again, only this time they are reported separately by Source of Respondent, i.e. separately for respondents obtaining their questionnaires from the Community Colleges (N=64), from SPAN (N=163), and from the Other Agencies participating in the study (N=46).

In Section #4: the answers (data) are reported by Geographic Area, i.e. by the area of the State in which the respondent resides. Eight separate geographic areas were used. Technically, they are the State's Mental Health Catchment Areas. They are defined by census tract in Figure 3.0 (page 44).

In Section #5: the answers (data) are given by Age of Respondent. Of the 273 Single Parent/Homemaker respondents 55 were between 18 and 29 years of age, 84 were between 30 and 39 years of age, and 59 were forty years of age or older. Seventy-six (76) respondents did not answer the age item on the questionnaire.

In Section #6: the respondents were again grouped, not by their age but by the Age of their Children, i.e. 103 respondents had one or more children of preschool age (birth to four years), 153 respondents had none or more school children (five to 18 years), 44 respondents had a child or children over 18 years of age.

In Section #7: the data are reported separately by Current Employment Status, i.e. for the 144 respondents who reported they were currently employed, and for the 129 respondents who were NOT currently employed.

In Section #8: the final section, the data are reported (i.e. the questions answered) by Benefit Status, i.e. the data are reported separately for the 73 respondents who indicated they currently receive AFDC payments and the 78 who indicated they received "No Benefits".

OVERALL FINDINGS OF THE NEEDS SURVEY

CHARACTERISTICS OF THE SAMPLE

A. PERSONAL CHARACTERISTICS

Sex

The data in Table 1-a indicate that most of the sample by far (92% of the sample) was female. The six percent male response is probably reasonable for this particular sample, i.e. one drawn so "close to the services." Males are not only appreciably less likely to be single parents, but if they are single parents they are less likely to be needers/users of available services.

Age

Table 1-a indicates that almost 30% of the sample was between 30-39 years of age, with about 20% below thirty and 20% over forty years of age. Younger single parents/homemakers (less than 18 years of age) are not represented in this sample; in fact, only one completed survey was returned by a single parent under 18 years of age. As will be seen below (Table 1-e) nearly all the respondents in the sample were not only over 18 years but high school completers as well, suggesting that this sample is of appreciable relevance to community colleges, but of less immediate relevance for use by the D.O.E., for instance. Note, by the way, that nearly 30% of the sample (27.7%) did not report their age.

Ethnicity

The ethnicity data in Table 1-a indicate that nearly half of all respondents (i.e. 44%) were Caucasion, while less than 20% were Hawaiian/Part Hawaiian, and slightly more than 10% were of Japanese descent. About five percent were Filipino and the remainder were "mixed" or of some other "extraction." Approximately three percent of the respondents did not report the ethnicity.

Table 1-a -- Frequency and Percentage by PERSONAL CHARACTERISTICS
for Total Sample

A. PERSONAL CHARACTERISTICS	N	%	Percentage of Total Sample (N=273) 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Sex			
Female	251	91.9%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Male	16	5.9%	XXXXX
No Response	6	2.2%	00
Age			
18-29 yrs.	55	20.1%	XXXXXXXXXXXXXXXX
30-39 yrs.	84	30.8%	XXXXXXXXXXXXXXXXXXXXX
40+ yrs.	59	21.6%	XXXXXXXXXXXXXXX
No Response	76	27.7%	00000000000000000000
Ethnicity			
Caucasian	120	44.0%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Hawaiian/Pt.	48	17.0%	XXXXXXXXXXXX
Other	46	16.8%	XXXXXXXXXXX
Japanese	35	12.8%	XXXXXXXX
Filipino	15	5.5%	XXXX
No Response	9	3.3%	000

B. FAMILY CHARACTERISTICS

Parent/Homemaker Status

The data in Table 1-b indicate that following the definitions given in the Carl Perkins Vocational Education Act of 1984[1], 255 of the respondents qualified as "Single Parents" (82%), 55 qualified as "Homemakers" (20%), but only 7 qualified as "Displaced Homemaker"s (3%). Note also that between 40 and 50% of the respondents met each of the major individual Homemaker criteria i.e., 44% "worked primarily without pay to care for home and family"; 48% "needed to develop their work skills primarily for that reason"; and 43% "lost their major source of financial security through death, divorce, separation, or desertion".

Marital Status

Table 1-b data indicate that nearly two-thirds of the sample (64%) was "Uncoupled", i.e. "Divorced" (45%); "Separated" (14%); or "Widowed" (6%), while less than 30% was "Single" and less than 10% (i.e. 6.2%) were married.

Children

The data in Table 1-b show that nearly 40% of the sample had "Preschool Aged" children (38%); more than half had "School Aged" children (56%) and less than 20% had "Children over 18 years of Age".

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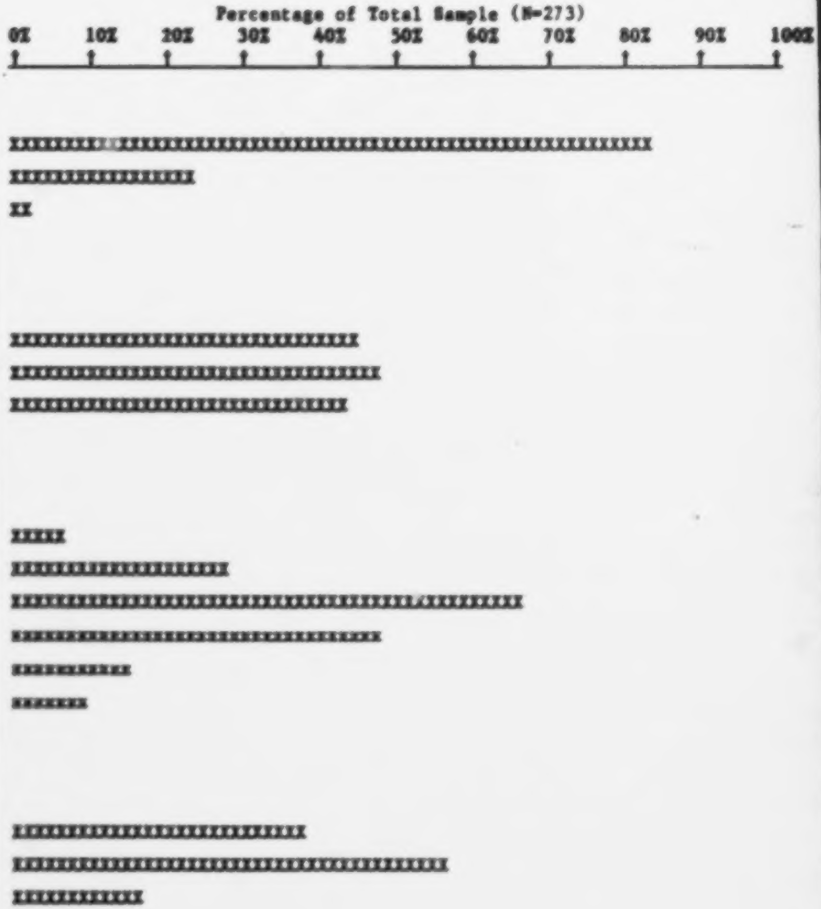
[1] See page 39

Table 1-b -- Frequency and Percentage by FAMILY CHARACTERISTICS for Total Sample

B. FAMILY CHARACTERISTICS	N	%
Single Parent/Homemaker Status		
Single Parent	255	82.4%
Homemaker	55	20.2%
Displaced Homemaker	7	2.6%
Homemaker Characteristics		
Worked at Home	120	44.0%
Need to Develop Skills	130	47.6%
Lost Financial Security	116	42.5%
Marital Status		
Married	17	6.2%
Single	74	27.1%
Uncoupled	177	64.8%
-Divorced	124	45.4%
-Separated	37	13.6%
-Widowed	16	5.9%
Children		
Preschool	130	37.7%
School Age	153	56.0%
Over 18 yrs.	44	16.1%
No children		



C. ECONOMIC CHARACTERISTICS

Employment

The data in Table 1-c indicate a little over half the sample (53%) reported they were employed at the time of the study 32% full-time and 17% part-time. Between four and five percent did not indicate whether they were full-time or part-time employees.

Income

Employed or not, 25% of the respondents indicated a monthly income of "less than $500/month"; 30% reported an income of between "$500 and $1,000/month"; 17% reported an income of between "$1,000 and $1,500/month"; and 17% reported an income of "more than $1,500/month". Approximately 12% did not provide monthly income data.

Benefits

The data in Table 1-c indicate that at least "some" benefits were reported by 71% of the respondents, with 34% reporting they received "AFDC" benefits, 27% reporting they received "Child Support"; and about 7% reporting they receive "Social Security". Other "miscellaneous" benefits, e.g. temporary alimony, Veterans Benefits, pensoins, etc. were reported by lesser percentages. Twenty-eight percent reported receiving no current benefits at all.

Table 1-c — Frequency and Percentage by ECONOMIC CHARACTERISTICS for Total Sample

C. ECONOMIC CHARACTERISTICS	N	%	Percentage of Total Sample (N=273) 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Employment			
Employed	144	52.8%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Full-time	87	31.9%	XXXXXXXXXXXXXXXXXXXXXXX
Part-time	45	16.5%	XXXXXXXXXXXX
No Response	12	4.4%	ooo
Income			
$500/mo	67	24.5%	XXXXXXXXXXXXXXXXXX
$500-$1000/mo	83	30.4%	XXXXXXXXXXXXXXXXXXXXXX
$1000-$1,500/mo	45	16.5%	XXXXXXXXXXX
$1,500/mo	46	16.9%	XXXXXXXXXXXX
No Response	32	11.7%	00000000
Benefits			
AFDC	93	34.1%	XXXXXXXXXXXXXXXXXXXXXXXXXX
Child Support	73	26.7%	XXXXXXXXXXXXXXXXXX
Social Security	20	7.3%	XXXXXX
Temporary Alimony	16	5.9%	XXXXX
Veteran's Benefits	7	2.6%	XX
Pension	5	1.2%	X
Other Benefits	52	19.1%	XXXXXXXXXXXXXXXX
No Benefits	78	28.5%	XXXXXXXXXXXXXXXXXXX

D. GEOGRAPHIC DISTRIBUTION

Location

The data in Table 1-d indicate that nearly three-fourths of the respondents (73%) indicated via zip code that they resided on Oahu, with 38% residing in Honolulu, 17% residing on the Windward side, 13% residing Leeward, and 6% residing in Central Oahu.

Less than a fifth of the sample (18%) indicated they resided on a Neighbor Island, 10% on the Big Island, 5% on Maui, and two percent on Kauai. Approximately 10% of the sample did not report their Zip Code, and could not be located geographically.

Table 1-d — Frequency and Percentage by GEOGRAPHIC LOCATION for Total Sample

D. GEOGRAPHIC LOCATION	N	%	Percentage of Total Sample (N=273) 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Location			
OAHU	198	72.5%	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Honolulu	103	37.7%	xxxxxxxxxxxxxxxxxxxxxxxxxx
Windward	45	16.5%	xxxxxxxxxxxx
Leeward	34	12.5%	xxxxxxxxxx
Central	16	5.9%	xxxxx
NEIGHBOR ISLANDS			
Hawaii	48	17.6%	xxxxxxxxxxxxxx
Maui	28	10.3%	xxxxxxxx
Kauai	14	5.1%	xxxx
No Response	27	9.9%	xxxxxxxx

E. EDUCATIONAL BACKGROUND AND STATUS

The data in Table 1-e indicate that nearly 90% of the respondents reported they had completed high school; less than 10% reported they completed trade school; about 15% reported they completed Community College; about 20% reported they completed a four year college program, and 7% indicated they completed a graduate degree. While these percentages are not additative, i.e. they indicate "whether or not respondents completed each level", not "the highest level completed", they still show a considerable amount of high school "success" and a fair amount of post high school educational activity.

Current Educational Enrollment

Looking again at Table 1-e, we see approximately a third of the sample reporting current enrollment in an "Educational Program" (34.4%); with 61 respondents (22.3%) reporting current enrollment in one of the State's Community Colleges; 6 (2.2%) reporting being enrolled at UH Manoa, and 13 (4.8%) reporting being enrolled in some other educational program, e.g. JTPA, ALU LIKE; Cannon Business; etc. Ten of the currently enrolled respondents did not indicate where they were enrolled.

Table 1-e -- Frequency and Percentage by EDUCATION BACKGROUND/STATUS for Total Sample

E. EDUCATION BACKGROUND/STATUS	N	%	Percentage of Total Sample (N=273) 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Educational Background			
High School	243	89.0%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Trade School	23	8.4%	XXXXXXX
Community College	42	15.4%	XXXXXXXXXXXX
Four Year College	53	19.4%	XXXXXXXXXXXXXXXX
Graduate School	19	7.0%	XXXXXX
Current Educational Status			
Currently Enrolled	94	34.4%	XXXXXXXXXXXXXXXXXXXXXXXXX
Community College	61	22.3%	xxxxxxxxxxxxxxxx
UH Manoa	6	2.2%	xx
Other	13	4.8%	xxxxx
No Response	10	3.7%	oooo

F. EDUCATIONAL INSTITUTION/MAJOR

Educational Institution

The educational institution data in Table 1-f indicate that about 30% of the sample are enrolled in an educational institution; about 22% in Community Colleges, and 7% in Four Year Colleges, Universities, or other institutions. Among those enrolled in Community Colleges, most were enrolled at Kapiolani Community College (7%) and least were enrolled at Kauai Community College and Windward Community College (0.7% and 1.5%, respectively).

Major Area of Study

The major area of study data in Table 1-f indicate that about 8% of the sample had "General" majors, such as Social Sciences, Humanities, etc.; 5-6% had Health, Business, and Voc. Ed.-related majors; and a little more that 1% majored in education. About 8% of the sample did not indicate their major or had one "other" than those listed.

Table 1-f -- Frequency and Percentage by EDUCATIONAL INSTITUTION/MAJOR AREA OF STUDY for Total Sample

F. EDUCATIONAL INSTITUTION/ MAJOR AREA OF STUDY	N	%	Percentage of Total Sample (N=273) 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Educational Institution			
Community College	61	22.3%	XXXXXXXXXXXXXXXXX
Honolulu CC	12	4.4%	xxxx
Kapiolani CC	19	7.0%	xxxxx
Leeward CC	8	2.7%	xx
Windward CC	4	1.5%	x
Hawaii CC	9	3.3%	xxx
Maui CC	7	2.6%	xx
Kauai CC	2	0.7%	x
Four Year/University	6	2.2%	XX
Other	13	4.8%	XXX
No Response	193	70.7%	0000000000000000000000000000000000000000000000000000
Major Area of Study			
General (Soc Sci/Hum/Lib Arts)	21	7.7%	XXXX
Health (Health/Hum Dev/Nurs/etc.)	16	5.9%	XXXX
Business (Bus/Acct/Fin/etc.)	13	4.8%	XXX
Voc. Ed. (Hotel/Agri/etc.)	14	5.1%	XXXX
Education	3	1.1%	X
Other	23	8.4%	XXXXX
No Response	183	67.0%	0000000000000000000000000000000000000000000000000

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G. EDUCATIONAL INTEREST/IMPEDIMENTS

Interest in Educational Enrollment

The data in Table 1-g indicate that forty or more percent of the sample expressed an interest in enrolling in a "Four Year College" with "Other than a Liberal Arts Major" (48%); in a "Business or Trade School" (42%), and in a "Community College with a Traditionally Female Vocational Education Major" (47%).

Nearly forty percent expressed an interest in enrolling in a "Community College with a Liberal Arts Major" (39%); and in a "Four Year College with a Liberal Arts Major" (37%).

About half as many respondents (19%) expressed an interest in enrolling in a "Community College with a Traditionally Male Vocational Education Major."

Again, because each respondent replied to each item, these percentages are not additative. An "expressed interest" in pursuing more education of about 40%, however, seems a reasonable summary statement.

Impediments to Educational Enrollment

Again referring to Table 1-g, we see that about three-quarters of the sample indicated that "Lack of Funds" was an impediment to enrolling in an educational program in which they were interested. More than half (55%) indicated that "(Lack of) Child Care" was an impediment. These were the two major impediments cited.

After that "Lack of Knowledge", "(Fear of) Losing Benefits", and "(Lack of) Personal Skills" were the impediments most noted (by between 33-36% of the respondents).

Less frequently mentioned impediments were "Transportation" (20%), "Lack of (Personal) Interest" (10%), and "Health" and "Physical Disability" (3% each).

Table 1-g -- Frequency and Percentage by EDUCATION INTEREST/IMPEDIMENTS
for Total Sample

G. EDUCATION INTEREST/IMPEDIMENTS	N	%	Percentage of Total Sample (N=273) 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Interest* in Educational Enrollment			
Business or Trade School	115	42.1%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Comm. Coll. (Lib. Arts)	107	39.2%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Comm. Coll. (Voc. Ed. Female)	111	40.7%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Comm. Coll. (Voc. Ed. Male)	53	19.4%	XXXXXXXXXXXXXXX
Four Year Coll. (Lib. Arts)	100	36.6%	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Four Year Coll. (Other Major)	131	48.0%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Impediments** to Educational Enrollment			
Lacking Funds	202	74.0%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Child Care	149	54.6%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Lack of Knowledge	99	36.3%	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Personal Pressure	94	34.4%	XXXXXXXXXXXXXXXXXXXXXXXXXX
Lose Benefits	89	32.6%	XXXXXXXXXXXXXXXXXXXXXXXXX
Personal Skills	89	32.6%	XXXXXXXXXXXXXXXXXXXXXXXXX
Transportation	57	20.9%	XXXXXXXXXXXXXXXX
Lack Interest	27	9.9%	XXXXXXXX
Physical Disability	9	3.3%	XXX
Health	8	2.9%	XXX

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* "Somewhat" or "Very Interested"

** "Problem" or "Important Problem"

H. EMPLOYMENT INTERESTS/ACHIEVEMENTS

Job Area of Interest

The job interest data in Table 1-h indicate high interest expressed by this single parent/homemaker sample in Human Services, Self-Employment, Public Services and Business jobs (41% to 59%). Secretarial, Trade/Tech, and Agriculture jobs received appareciably fewer endorsements (10-16%); with Hotel Industry jobs somewhere in the middle (28%). Of particular interest is the high high percentage endorsing Self-Employment, nearly one in every two (46%). What makes this so interesting is that very few single parents/homemakers seem to have such jobs (07%, see below).

Current Job

The data in the lower portion of Table 1-h indicate that slightly over half of the respondents were currently employed (52%), about 32% of them full-time and about 17% of them half-time, with between 4-5% not indicating which.

The most frequent type of job reported was Laborer/Clerical/Sales (21%), with about 10% each reporting employment in Management/Business/Professional areas or in a Human Services/Medical job. Only two respondents (0.7%) reported they were self-employed, while ten (3.7%) reported some other kind of work, and 23 (8.4%) did not indicate the specifics of their employment.

Table 1-h -- Frequency and Percentage by EMPLOYMENT INTERESTS/ACHIEVEMENTS
for Total Sample

H. EMPLOYMENT INTERESTS/ACHIEVEMENTS	N	%	Percentage of Total Sample (N=273) 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Job Area of Interest			
Human Service	160	58.6%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Self Employed	125	45.8%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Public Services	115	42.1%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Business	113	41.4%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Hotel Industry	75	27.5%	XXXXXXXXXXXXXXXXXXXXX
Secretarial	43	15.8%	XXXXXXXXXXX
Trade/Technology	39	14.3%	XXXXXXXXXX
Agriculture	28	10.3%	XXXXXXXX
Other Areas	58	21.3%	XXXXXXXXXXXXX
Current Job			
CURRENTLY EMPLOYED	144	52.7%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Full-Time	87	31.9%	xxxxxxxxxxxxxxxxxxxxxx
Part-Time	45	16.5%	xxxxxxxxxxxx
No Response	12	4.4%	oooo
Laborer/Clerk/Sales	58	21.2%	xxxxxxxxxxxxxxxx
Mgmt./Buss./Professional	26	9.5%	xxxxxxxx
Human Service/Medical	25	9.2%	xxxxxxxx
Self-Employed	2	0.7%	x
Other	10	3.7%	xxx
No Response	23	8.4%	ooooooo

OUTCOMES OF THE STUDY...

I. TRANING NEEDED

Career Training Needs

Table 1-i indicates that the type of career training the respondents "needed most" was training in how to "present their skills" to prospective employees. Over half the respondents (56.4%) so indicated. Also high on the list of career training needs (i.e. endorsed by 40% or more of the respondents) were: training in how to "support oneself through college (46.9%); training in how to "find one's job skills" (42.9%); and training in how to "obtain training" (41.4%).

Next, endorsed by 31.9% of the respondents, was "how to obtain training for some specific job", followed by two college-related items, "how to choose a major" (27.5%) and "how to enroll in college" (15.0%). Less than ten percent of the respondents (6.6%) indicated various "other" training needs, e.g. "how to care for children", "how to get a GED", etc.

Other Training Needs

When asked about their "Other Training Needs", "Personal Growth" and "Surviving on a Budget" were the most frequently mentioned, by 161 and 151 of the 273 respondents, respectively (i.e. 59% and 55.3%, respectively).

Training in "how to find housing" and how to "understand regulations" were each mentioned by 44% of the respondents. "How to handle adolescents" was mentioned by 34% of the respondents and "Transportation Strategies" was mentioned by 21%. Least endorsed by the respondents was training in "Child Care for Infants". Six percent mentioned some "Other Kind of Training".

Table 1-i -- Frequency and Percentage by TRAINING NEEDS for Total Sample

I. TRAINING NEEDS	N	%	Percentage of Total Sample (N=273) 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Career Training Needs*			
Presenting Skills	154	56.4%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Support Self through College	128	46.9%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Finding Job Skills	117	42.9%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Obtaining Training (how to)	113	41.4%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Training for Specific Job	87	31.9%	XXXXXXXXXXXXXXXXXXXXXXX
Choosing a Major	75	27.5%	XXXXXXXXXXXXXXXXXXXX
Enrolling in College	41	15.0%	XXXXXXXXXXXX
Other Career Training	18	6.6%	XXXXX
Other Training Needs*			
Personal Growth	161	59.0%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Surviving on a Budget	151	55.3%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Housing	121	44.3%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Understanding Regulations	120	44.0%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Handling Adolescents	93	34.1%	XXXXXXXXXXXXXXXXXXXXXXXXXX
Transportation Strategies	57	20.9%	XXXXXXXXXXXXXXX
Caring for Infants	9	3.3%	XXX
Other Training	17	6.2%	XXXXX

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* "Need" or "Need Most"

J. IMMEDIATE NEEDS

Basic Needs

The data in Table 1-j indicate that "Living Expenses" was the "basic need" most frequently checked by the respondents in this sample, i.e. by 55% of them. "Housing" followed with 44%, followed by "Food" and "Clothing", each with 33%. Most generally, these data suggest that a third to a half of this largely female, post-high school aged population, most who care for at least one child and half of whom work either full or part-time are not meeting rather basic needs.

Support Needs

The "support need" indicated most often was "Child Care". Nearly half the respondents (45.4%) checked this need. The other four support needs included on the survey form ("Legal Information", "Transportation", "Medical Assistance" and "Community Information") were each endorsed by 25% to 32% of the respondents.

Career Needs

The "Career Need" most endorsed by the respondents was clearly "Personal Development". Just about half the respondents indicated a need for personal development. Close to 40% indicated a need for "Career Counseling"; 35% indicated a need for "Job Placement", and aobut 33% indicated a need for "Job Training". The 19 respondents who indicated a need for a "High School Diploma" constituted only 7% of the sample, but they represent 63% of those respondents who have not already completed high school (see Table 1-e).

Table 1-j -- Frequency and Percentage by IMMEDIATE NEEDS
for Total Sample

J. IMMEDIATE NEEDS	N	%	Percentage of Total Sample (N=273) 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Basic Needs			
Living Expenses	151	55.3%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Housing	119	43.6%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Food	91	33.3%	XXXXXXXXXXXXXXXXXXXXXXXX
Clothing	92	33.7%	XXXXXXXXXXXXXXXXXXXXXXXX
Support Needs			
Child Care	124	45.4%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Legal Information	87	31.9%	XXXXXXXXXXXXXXXXXXXXXX
Transportation	79	28.9%	XXXXXXXXXXXXXXXXXXXXX
Medical Assistance	78	28.6%	XXXXXXXXXXXXXXXXXXXXX
Community Information	70	25.6%	XXXXXXXXXXXXXXXXXX
Career Needs			
Personal Development	138	50.5%	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Career Counseling	104	38.1%	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
Job Placement	95	34.8%	XXXXXXXXXXXXXXXXXXXXXXXXXX
Job Training	89	32.6%	XXXXXXXXXXXXXXXXXXXXXXXXX
High School Diploma	19	7.0%	XXXXXXX

SINGLE PARENT/HOMEMAKER NEEDS SURVEY FINDINGS:
BY SINGLE PARENT/HOMEMAKER STATUS

Subgroup Characteristics

A. PERSONAL CHARACTERISTICS

Sex

The data in Table 2-a indicate extremely high percentages of Females in both Single Parent and Homemaker groups (93% and 97%, respectively). Morever, neither the Female nor the Male differences were significantly different, statistically; i.e. both the Single Parent and Homemaker groups had roughly the same percentage of Male and Female respondents.

Age

The Age data in Table 2-a indicate that except for the high non-response rate among the Single Parents, there were no statistically significant age differences between Single Parent and Homemaker respondents. It was expected, however, that more Homemakers, the traditional "re-entry" group, would be older. It may be that re-entry is occurring earlier, or that the younger Homemakers were "nearer the services", when the sample was drawn (See p.). At any rate, both the Single Parent and Homemaker respondents tend to be "under 40".

Ethnicity

The Ethnicity data in Table 2-a indicate that except for the higher proportion of respondents from Other ethnic backgrounds among Single Parents (18% vs. 6% for Homemakers), there were no statistically significantly different ethnicity differences between Single Parents and Homemaker in this study. For both groups, nearly half were Caucasian, about 20% were Hawaiian/Part Hawaiian, and about 10% were Japanese, and a slightly smaller percentage were Filipino.

Table 2-a Personal Characteristics by Single Parent/Homemaker Status

A. PERSONAL CHARACTERISTICS	SINGLE PARENT/HOMEMAKER STATUS (1) SINGLE PARENT Total=225 N	%	(2) HOMEMAKER Total=55 N	%
Sex				
Female	210	93.3%	53	96.8%
Male	14	6.2%	1	1.8%
No Response	1	0.4%	1	1.8%
Age				
18-29 yrs.	48	21.3%	20	36.4%
30-39 yrs.	73	32.4%	20	36.4%
40+ yrs.	46	20.4%	15	27.3%
No Response	57	25.3%[2]	--	--
Ethnicity				
Caucasian	100	44.4%	27	49.1%
Hawaiian/Pt.	36	16.0%	12	21.8%
Japanese	31	13.8%	5	9.1%
Filipino	15	6.7%	5	9.1%
Other	40	17.8%	3	5.5%
No Response	3	1.3%	2	3.6%

B. FAMILY CHARACTERISTICS

Single Parent/Homemaker Status

The Single Parent/Homemaker Status data in Table 2-b indicate a large proportion of the Homemakers[1] were also Single Parents (78%), and about 20% of the Single Parents also fit the Homemaker definition. Morever, the 7 respondents who were Displaced Homemakers were also Single Parents. What this means, of course, is that this study is *primarily* about Single Parent Status, whatever other characteristics may apply.

Homemaker Characteristics

The Homemaker Characteristics data in Table 2-b indicate that significantly more Homemakers than Single Parents Worked In The Home, and Needed To Develop (Job) Skills. In fact, roughly half the Single Parents showed these characteristics (42% Single Parents vs. 100% Homemakers Worked (Primarily) In The Home, and 44% Single Parents vs. 86% Homemakers felt the Need To Develop (Job) Skills because of that.

There were no significant differences, however, in the proportions of Single Parents and Homemakers who "Lost Financial Security", roughly half of each group indicated that they did (46% Single Parents and 49% Homemaker respondents).

Marital Status

The Marital Status data in Table 2-b indicate that about 70% of each group was "Uncoupled", i.e. Divorced *or* Separated *or* Widowed; (70% of the Single Parents and 67% of the Homemakers). The largest proportions were Divorced (47% Single Parents and 44% Homemakers). Nearly 1/3 were Single (30% Single Parents, by definition, and only 9% Homemakers). Overall, there were *no significant differences in Marital Status* between Single Parent and Homemaker respondents.

Children

Neither were there significant differences in the age groups of Single Parents' and Homemakers' children; i.e. most had School Aged Children (63% Single Parents and 58% Homemakers); least had offspring Over 18 years of Age (12% Single Parents and 16% Homemakers) and about 30-40% had (or had custody of) Preschool Children (42% Single Parents and 35% Homemakers).

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[1] Carl Perkins definitions on page 39.

Table 2-b Personal Characteristics by Single Parent/Homemaker Status

	SINGLE PARENT/HOMEMAKER STATUS (1)		(2)	
	SINGLE PARENT		HOMEMAKER	
B. FAMILY CHARACTERISTICS	Total=225		Total=55	
	N	%	N	%
Single Parent/Homemaker Status				
Single Parent	225	100.0%[2]	43	78.2%
Homemaker	43	19.1%	55	100.0%[1]
Displaced Homemaker	6	2.7%	7	12.7%
Homemaker Characteristics				
Worked at Home (House work)	95	42.2%	55	100.0%[1]
Need to Develop Skills	11	44.4%	47	85.5%[1]
Lost Financial Security	103	45.8%	27	49.1%
Marital Status				
Single	67	29.8%	16	29.1%
Married	--	--	5	9.1%
Uncoupled	158	70.2%	34	61.8%
Divorced	111	49.3%	24	43.6%
Separated	33	14.7%	7	12.7%
Widowed	14	6.2%	3	5.5%
Children				
Preschool	94	41.8%	19	34.5%
School Age	141	62.7%	32	58.2%
Over 18 yrs.	26	11.6%	9	16.4%

C. ECONOMIC CHARACTERISTICS

Employment

The Employment data in Table 2-c indicate that a relatively high percentage of Single Parents in this study were employed, nearly 60%; but only 80 of the 225 (36%) reported they were employed Full-Time. By definition, Homemakers were "not employed". The two Homemaker respondents who indicated they were employed reported they were employed less than 20 hours a week.

Income

The Income data in Table 2-c indicate that a significantly higher percentage of Homemakers than Single Parents reported the lowest level of Income (Less than $500/month) and a lower (but not significantly lower), percentage of Homemakers reported any of the higher income levels; e.g. 33% Single Parents vs. 27% Homemakers reported income between $500 and $1,000/month; 16% Single Parents vs. 6% Homemakers reported incomes between $1,000 and $1,500/month; and 18% Single Parents vs. 4% Homemakers reported incomes Greater than $1,500/month.

Benefits

The Benefits data in Table 2-c indicate that both Single Parents and Homemakers received more AFDC (36% and 53%, respectively) and Child Support (31% and 22%, respectively) than any other benefit mentioned. None of the other benefits mentioned were claimed by the 8% of the Single Parents or Homemaker respondents. About a quarter of both groups indicated they currently received no benfits (24% Single Parents and 24% Homemakers). Moreover, there were no statistically significant differences in the percentages of any of the benefits reported received by Single Parent and Homemaker respondents.

Table 2-c Personal Characteristics by Single Parent/Homemaker Status

C. ECONOMIC CHARACTERISTICS	SINGLE PARENT/HOMEMAKER STATUS (1) SINGLE PARENT Total=225		(2) HOMEMAKER Total=55	
	N	%	N	%
Employment				
Employed	131	58.2%[2]	2	3.6%
Full-time	80	35.6%[2]	--	--
Part-time	40	17.8%	2	3.6%*
No Response	11	4.9%	--	--
Income				
$500/mo	56	24.9%	27	49.0%[1]
$500-$1000/mo	74	32.9%	15	27.3%
$1000-$1,500/mo	35	15.6%	3	5.5%
$1,500/mo	40	17.8%	2	3.6%
No Response	20	8.9%	8	14.6%
Benefits				
AFDC	82	36.4%	29	52.7%
Child Support	70	31.1%	12	21.8%
Social Security	18	8.0%	4	7.3%
Temporary Alimony	12	5.3%	3	5.5%
Veteran's Benefits	5	2.2%	4	7.3%
Pension	3	1.3%	--	--
Other Benefits	45	20.0%	8	14.5%
No Benefits	55	24.4%	13	23.6%

* Employed less than 20 hrs./week

D. GEOGRAPHIC LOCATION

Location

The Geographic Location data in Table 2-d indicate higher proportions of both Single Parents and Homemakers on Oahu than on the Neighbor Islands (74% Single Parents and 69% Homemakers on Oahu vs. 16% Single Parents and Homemakers on the Neighbor Islands); and higher proportions of Oahu Single Parents and Homemakers from Honolulu than from the Windward, Leeward, or Central Districts (42% Single Parents and 31% Homemakers from Honoluu vs. a maximum of 18% from any other Oahu District).

There were no significant differences in the geographic distribution of Single Parent and Homemaker respondents within the State.

Table 2-d Personal Characteristics by Single Parent/Homemaker Status

	SINGLE PARENT/HOMEMAKER STATUS			
	(1)		(2)	
	SINGLE PARENT		HOMEMAKER	
D. GEOGRAPHIC LOCATION	Total=225		Total=55	
	N	%	N	%
Location				
Honolulu	94	41.8%	17	30.9%
Windward Oahu	33	14.7%	8	14.6%
Leeward Oahu	25	11.1%	10	18.2%
Central Oahu	15	6.7%	3	5.5%
OAHU	167	74.2%	38	69.1%
Hawaii	18	8.0%	7	12.7%
Maui	14	6.2%	2	3.6%
Kauai	5	2.2%	3	5.5%
NEIGHBOR ISLANDS	37	16.4%	12	21.8%
No Response	21	9.3%	5	9.1%

E. EDUCATIONAL BACKGROUND/STATUS

Educational Background data summarized in Table 2-e indicate primarily that there were no statistically significant differences in the Educational Backgrounds of Single Parents and Homemakers in this study. A high percentage of both groups completed High School (92% Single Parents vs. 84% Homemakers). Percentagewise, slightly more Single Parents than Homemakers completed: a Trade School Program (8% vs. 7%, respectively); a Community College Program (16% vs. 13%, respectively); a Four Year College Program (21% vs. 11%, respectively); and a Graduate School Program (8% vs. 4%, respectively).

Current Educational Status

Once again, the data show no significant differences, i.e. the Current Educational Status data in Table 2-e indicate no significant differences in the current enrollment status of Single Parents and Homemaker; i.e. 75 of the 225 Single Parents and 25 of the 55 Homemakers in the study (that's 33% and 46%, respectively) indicated they were "Currently Enrolled"; moreover 18% of the Single Parents and 26% of the Homemakers indicated they were enrolled "Full-Time".

Table 2-e Personal Characteristics by Single Parent/Homemaker Status

	SINGLE PARENT/HOMEMAKER STATUS			
	(1)		(2)	
	SINGLE PARENT		HOMEMAKER	
E. EDUCATION BACKGROUND/STATUS	Total=225		Total=55	
	N	%	N	%
Educational Background				
High School	206	91.6%	46	83.6%
Trade School	17	7.6%	4	7.3%
Community College	37	16.4%	7	12.7%
Four Year College	48	21.3%	6	10.9%
Graduate School	19	8.4%	2	3.6%
Current Educational Status				
Enrolled	75	33.3%	25	45.6%
Full-Time	41	18.2%	14	25.5%
Part-Time	28	12.4%	10	18.2%
No Response	6	2.7%	1	1.8%

F. EDUCATIONAL INSTITUTION/MAJOR AREA OF STUDY

Educational Institution data in Table 2-f indicate that a higher, but not significantly higher, proportion of Homemakers than Single Parents were currently enrolled in a Community College (29% vs. 20%, respectively). Indeed, on none of the institution (or Specific Community College categories were there significant differences in Single Parent and Homemaker enrollment.

Major Area of Study

The Major Area of Study data in Table 2-f indicate that a higher, but not significantly higher, percentage of Homemakers than Single Parents selected "General" majors such as Social Sciences/Humanities/and Liberal Arts (15% vs. 6%, respectively). And a higher percentage of Single Parents than Homemakers selected "Health" majors such as Health, Human Development and Nursing (7% vs. 2%, respectively). Again, however, on none of the major Areas of Study listed were there significant differences between Single Parent and Homemaker respondents.

Table 2-f Personal Characteristics by Single Parent/Homemaker Status

F. EDUCATIONAL INSTITUTION/ MAJOR AREA OF STUDY	SINGLE PARENT/HOMEMAKER STATUS (1) SINGLE PARENT Total=225		(2) HOMEMAKER Total=55	
	N	%	N	%
Educational Institution				
Community College	44	19.6%	16	29.1%
Honolulu CC	10	4.4%	--	--
Kapioloani CC	13	5.8%	7	12.7%
Leeward CC	6	2.7%	3	5.5%
Windward CC	3	1.3%	1	1.8%
Hawaii CC	3	1.3%	2	3.6%
Maui CC	7	3.1%	2	3.6%
Kauai CC	2	0.9%	1	1.8%
Four Year/University	6	2.7%	1	1.8%
Other	11	4.9%	2	3.5%
No Response	14	6.2%	7	12.7%
Major Area of Study				
General (Soc Sci/Hum/Lib Arts)	13	5.8%	8	14.5%
Health (Health/Hum Dev/Nurs/etc.)	16	7.1%	1	1.8%
Business (Bus/Acct/Fin/etc.)	12	5.3%	6	10.9%
Voc. Ed. (Hotel/Agri/etc.)	12	5.3%	3	5.5%
Education	3	1.3%	1	1.8%
Other	15	6.7%	6	10.9%
No Response	4	1.8%	--	--

G. EDUCATION INTERESTS/IMPEDEMENTS

Interest in Educational Enrollment

The "Educational Interest" data in Table 2-g show that the highest proportion of Single Parent respondents (about half) expressed interest in enrolling at a Four Year College in a major Other than Liberal Arts. A slightly lower percentage (43%) expressed interest in a Community College or a Four Year College (36% each), with the smallest proportion (20%) expressing interest in a Community College in a Traditionally Male Vocational Education Program.

Homemaker respondents indicated a slightly different pattern. The highest proportions of Homemakers (60%) indicated interest in enrolling in a Community College with a Liberal Arts major, followed by a Business or Trade School (56%), a Community College with a Liberal Arts Major, followed by a Business or Trade School (56%), a Community College in a traditionally female Voc. Ed. major (53%), followed by a Four Year College with a Liberal Arts major (51%) or an "Other Major" (49%). Again, the smallest proportion (27%) expressed interest in enrolling in a Community College with a Traditionally Male Voc. Ed. major.

The only "interest in Educational Enrollment" differences to render statistical significance was that Homemakers were significantly more likely than Single Parents to express interest in enrolling in a Community College with a Liberal Arts Major (60% vs. 36%, respectively). Both groups were least likely to express interest in enrolling at a Community College in a traditionally Male Voc. Ed. major (i.e. 20% of the Single Parent and 27% of the Homemaker respondents, respectively).

Impediments to Educational Enrollment

The "Impediment to Educational Enrollment" data in Table 2-g show that the highest proportion of both groups indicated that "Lack of Funds" was an impediment to educational enrollment (78% Single Parents and 80% Homemakers); this was followed by "Child Care" problems (59% Single Parents and 66% Homemakers). Lesser percentages found "Lack of Knowledge", "Personal Pressures", "Losing Benefits", "Personal Skills" and "Transportation" (22%-36% for Single Parents and 36%-48% for Homemakers). Least mentioned impediments were "Lack of Interest", "Physical Disability" and "Health" (4.0%-11% for Single Parents and 9%-15% for Homemakers).

The percentages of Single Parents and Homemakers in this study did not differ significantly on any of the Impediments To Educational Enrollment presented.

Table 2-g Personal Characteristics by Single Parent/Homemaker Status

G. EDUCATION INTEREST/IMPEDIMENTS	SINGLE PARENT/HOMEMAKER STATUS (1) SINGLE PARENT Total=225		(2) HOMEMAKER Total=55	
	N	%	N	%
Interest in Educational Enrollment*				
Business or Trade School	94	41.8%	31	56.4%
Comm. Coll. (Lib. Arts)	80	35.6%	33	60.1%[1]
Comm. Coll. (Voc. Ed. Female)	97	43.1%	29	52.7%
Comm. Coll. (Voc. Ed. Male)	44	19.6%	15	27.3%
Four Year Coll. (Lib. Arts)	80	35.6%	28	50.9%
Four Year Coll. (Other Major)	110	48.9%	27	49.1%
Impediments to Educational Enrollment**				
Lacking Funds	175	77.8%	44	80.0%
Child Care	133	59.1%	36	65.5%
Lack of Knowledge	82	36.4%	25	45.4%
Personal Pressure	82	36.4%	21	38.2%
Lose Benefits	73	32.4%	24	43.6%
Personal Skills	68	30.2%	26	47.3%
Transportation	50	22.2%	20	36.4%
Lack Interest	25	11.1%	5	9.1%
Physical Disability	9	4.0%	5	9.1%
Health	17	7.6%	8	14.5%

* "Somewhat" or "Very Interested"
** "Problem" or "Important Problem"

H. EMPLOYMENT INTERESTS/ACHIEVEMENTS

Job Area of Interest

The Job Interest data in Table 2-h indicate no significant differences in the expressed job interests of Single Parent and Homemaker respondents. In both groups the most interest was expressed in Human Service jobs 59% Single Parent and 53% Homemaker). High interest was also shown in Public Services (42% Single Parents and 42% Homemakers) and Business jobs (47% Single Parents and 42% Homemakers). And approximately 30% of both groups expressed interest in Hotel Industry jobs. Trade/Tech and Secretarial jobs were endorsed by between 13 and 11% of both groups.

Current Job

The Current Job data in Table 2-h indicate that approximately a quarter of the Single Parent respondents were employed in Laborer/Clerk/Sales type positions, and about 10% each in Management/Business/Professional and Human Service/Medical jobs. It is interesting that while close to half the Single Parents indicate an interest in Self-Employment (see above) less than 1% of them (indeed, only two people out of 225) have such positions. The interest, apparently, is generated less by real role models than the realities of their situation (e.g. inadequate Child Care, Costly Transportation, Formal encouragment to reach for only the bottom rungs of a career ladder, etc.).

Homemakers, again, are by definition "not employed". The one indicated in Table 2-h, in a Human Service/Medical job is employed less than 20 hours a week.

Table 2-h Personal Characteristics by Single Parent/Homemaker Status

H. EMPLOYMENT INTERESTS/ACHIEVEMENTS	SINGLE PARENT/HOMEMAKER STATUS (1) SINGLE PARENT Total=225		(2) HOMEMAKER Total=55	
	N	%	N	%
Job Area of Interest				
Human Service	133	59.1%	29	52.7%
Self Employed	107	47.6%	29	52.7%
Public Service	94	41.8%	23	41.8%
Business	96	42.7%	23	41.8%
Hotel Industry	65	28.9%	17	30.9%
Secretarial	34	15.1%	8	14.6%
Trade/Tech	30	13.3%	8	14.6%
Agriculture	22	9.8%	4	7.3%
Other Areas	52	23.1%	11	20.0%
Current Job				
Laborer/Clerk/Sales	55	24.4%	--	--
Mgmt./Buss./Professional	25	11.1%	--	--
Human Service/Medical	23	10.2%	1	1.8%
Self-Employed	2	0.9%	--	--
Other	8	3.6%	--	--
No Response	112	49.8%	54	98.2%

I. TRAINING NEEDS

Career Training Needs

The Career Training Needs data in Table 2-i show that the largest proportion of Single Parents sampled indicated that they needed training in "Presenting Skills" (i.e. in presenting their skills to prospective employers, 56%) and the second largest proportion (505) indicated they needed training in how to "Support Themselves Through College". High proportions also indicated a need for training in "Finding Their Job Skills" (41%) and finding out "How to Obtain Training" (40%).

Homemakers in the sample showed a similar pattern, with 65% indicating a need for training in how to "Support Themselves through College"; 64% needed training in "Presenting Skills" and in "How to Obtain Training"; and 47% indicated a need for "Training in a Specific Job".

In only one Career Training need, however, was there a significant difference between Single Parent and Homemaker respondents, i.e. significantly higher proportions of Homemakers than Single Parents reported a need for training in "How to Obtain Training" (64% vs. 40%, respectively).

Other Training Needs

The Other Training Needs data in Table 2-i show that the highest proportion of both Single Parent and Homemaker respondents indicate that "Personal Growth" was an important "Other" Training Need (67% and 66%, respectively). And the second highest proportion in both groups found "Surviving On a Budget" was an important need (60% and 58%, respectively). High proportions of both groups (47% to 56%) also indicated that training in how to find/keep "Housing" and how to "Understand (Agency) Regulations" were important Other Needs.

Once again, there was no statistically significant differences between Single Parent and Homemaker respondents on any of the Other Training Needs measured.

Table 2-i Personal Characteristics by Single Parent/Homemaker Status

	SINGLE PARENT/HOMEMAKER STATUS (1) SINGLE PARENT Total=225		SINGLE PARENT/HOMEMAKER STATUS (2) HOMEMAKER Total=55	
I. TRAINING NEEDS	N	%	N	%
Career Training Needs				
Presenting Skills	127	56.4%	35	63.6%
Support Self through College	112	49.8%	36	65.5%
Finding Job Skills	93	41.3%	30	54.5%
Obtaining Training (how to)	91	40.4%	35	63.6%[1]
Training for Specific Job	72	32.0%	26	47.3%
Choosing a Major	55	24.4%	19	34.5%
Enrolling in College	33	14.7%	12	21.8%
Other Career Training	17	7.6%	1	1.8%
Other Training Needs*				
Personal Growth	139	61.8%	36	65.5%
Surviving on a Budget	136	60.4%	32	58.2%
Housing	109	60.4%	27	49.0%
Understanding Regulations	106	47.1%	31	56.4%
Handling Adolescents	84	37.3%	23	41.8%
Transportation Strategies	53	23.6%	24	43.6%
Caring for Infants	9	4.0%	4	7.3%
Other Training	17	7.6%	4	7.3%

* "Need" or "Need Most"

J. IMMEDIATE NEEDS

Basic Needs

The Basic Needs data in Table 2-j indicate that high proportions of both Single Parent and Homemaker respondents indicated that "Living Expenses" was an immediate need (59% and 62%, respectively). The second highest proportion (in both groups) indicated that "Housing" was an immediate need (46% and 47%, respectively). Lesser proportions of both groups (35% to 40%) indicated Food and Clothing needs. The two groups did *not differ significantly* on *any* of the four basic needs included in the instrument.

Support Needs

The Support Needs data in Table 2-j show that the highest proportion of Single Parents (49%) indicated a need for Child Care and the second highest proportion (39%) indicate a need for Legal Information. Lesser percentages (28% and 31%) indicated needs for Transportation, Medical Assistance and Community Information.

Only slighlty different were the responses of the Homemakers. They too found Child Care to be an important need (55%), with Transportation (46%) next, followed by Community Information (36%), Legal Information (35%), and Medical Assistance (26%).

And once again, Single Parent and Homemaker respondents did *not differ significantly* on *any* of the support needs measured.

Career Needs

The Career needs data in Table 2-j show that the highest proportion of Single Parents (43%) indicated a need for "Personal Development" training; the second highest proportion (36%) indicated a need for Career Counseling, followed by Job Placement (35%), Job Training (32%) and a High School Diploma (10%).

Similar responses were given by Homemaker respondents: 55% indicated a need for Personal Development trainig, 51% for Job Placement Training, 47% for Career Counseling, 44% for Job Training, and 16% for a High School Diploma.

Interestingly, Single Parent and Homemaker respondents did *not differ significantly* on *any* of the Immediate Needs measurements ("Basic", "Support" or "Career").

Table 2-j Personal Characteristics by Single Parent/Homemaker Status

	SINGLE PARENT/HOMEMAKER STATUS			
	(1)		(2)	
	SINGLE PARENT		HOMEMAKER	
J. IMMEDIATE NEEDS	Total=225		Total=55	
	N	%	N	%
Basic Needs				
Living Expenses	133	59.1%	34	61.8%
Housing	103	45.8%	26	47.3%
Food	79	35.1%	23	40.0%
Clothing	81	36.0%	22	40.0%
Support Needs				
Child Care	111	49.3%	30	54.5%
Legal Information	87	38.7%	19	34.5%
Transportation	69	30.7%	25	45.5%
Medical Assistance	68	30.2%	14	25.5%
Community Information	64	28.4%	20	36.4%
Career Needs				
Personal Development	107	47.6%	30	54.5%
Career Counseling	80	35.6%	26	47.3%
Job Placement	78	34.7%	28	50.9%
Job Training	73	32.4%	24	43.6%
High School Diploma	24	10.7%	9	16.4%

Figure 6.0

Summary of Major SINGLE PARENT/HOMEMAKER STATUS Findings

CHARACTERISTICS	INTERESTS/NEEDS
Significantly more respondents who were SINGLE PARENTS:	Significantly more respondents who were SINGLE PARENTS:
- did not respond to the age item (25% vs 0%) - were Employed (58% vs 4%) - were Employed full-time (36% vs 0%)	N/A
Significantly more respondents who were HOMEMAKERS:	Significantly more respondents who were HOMEMAKERS:
- needed to develop their skills (86% vs 44%) - had Monthly Income of less than $500 (49% vs 25%)	(than SINGLE PARENTS) - indicated an interest in enrolling in a Community College Liberal Arts Program (60% vs 36%) - indicated a need for training in How to Obtain Training (64% vs 40%)

SOURCE OF RESPONDENTS

SINGLE PARENT/HOMEMAKER NEEDS SURVEY FINDINGS
BY SOURCE OF RESPONDENTS

Subgroup Characteristics

A. PERSONAL CHARACTERISTICS

Sex

The Gender data in Table 3-a indicate a very high proportion of the respondents in all three categories were Females, i.e. 100% of the Community College respondents; 88% of the SPAN respondents and 96% of the Oahu Agency respondents. SPAN had the highest percentage of Male respondents, with 9%.

Age

The Age data in Table 3-a indicate that the highest proportion of the Community College respondents (31%) were Forty years of Age or Older; that the highest proportion of SPAN respondents (34%) were Between 30 and 39 Years of Age; and that the highest proportion of respondents from Other Agencies (44%) were Between 18 and 29 Years of Age. There were, however, no significant Age group differences among any of these groups. Approximately a quarter of each group of respondents, by the way, did not provide age data; i.e. 22% of the Community College, 31% of the SPAN, and 24% of the Other Agency respondents.

Ethnicity

The Ethnicity data in Table 3-a indicate that the highest proportion of respondents in all three groups were Caucasian, i.e. 48% of the Community College respondents, 45% of the SPAN respondents, and 35% of the respondents from Other Agencies. The second highest proportion among Community College and Other Agency respondents (and a close third among SPAN respondents) were Hawaiians/Part Hawaiians, at 20%, 26%, and 14% respectively. The lowest proportions of respondents were from Japanese (13% Community College, and 9% Other Agency respondents) backgrounds. There were no statistically significant differences among the respondents in the Community College, SPAN, and Other Agency groups.

Table 3-a Personal Characteristics by Source of Respondent

	SOURCE OF RESPONDENT					
	(1)		(2)		(3)	
	COMMUNITY COLLEGES		SPAN		OTHER AGENCIES	
A. PERSONAL CHARACTERISTICS	Total=64		Total=163		Total=46	
	N	%	N	%	N	%
Female	64	100%	143	87.7%	44	95.6%
Male	--	--	15	9.2%	1	2.2%
No Response	--	--	5	3.1%	1	2.2%
Age						
18-29 yrs.	13	20.3%	21	12.9%	20	43.5%
30-39 yrs.	17	26.6%	56	34.4%	11	23.9%
40+ yrs.	20	31.3%	35	21.5%	4	8.7%
No Response	14	21.9%	51	31.3%	11	23.9%
Ethnicity						
Caucasian	31	48.4%	73	44.8%	16	34.8%
Hawaiian/Pt.	13	20.35	23	14.1%	12	26.1%
Japanese	8	12.5%	26	16.0%	1	2.2%
Filipino	1	1.6%	10	6.1%	4	8.7%
Other	10	15.6%	24	14.7%	12	26.1%
No Response	1	1.6%	7	4.3%	1	2.2%

B. FAMILY CHARACTERISTICS

Single Parent/Homemaker Status

The Single Parent/Homemaker Status data in Table 3-b indicate that significantly more Single Parents came from the SPAN and Other Agency subgroups than from the Community College sample (i.e. 91% and 87% from SPAN and the Other Agencies vs. 58% from the Community Colleges). More, but not significantly more, Homemakers came from the Community College (34% from the Community College vs. 22% from the Other Agencies and 14% from SPAN).

Homemaker Characteristics

The Homemaker Characteristics data in Table 3-b indicate that significantly more Community College than SPAN respondents "Worked at Home", i.e. primarily housework, (66% vs. 36%, respectively) and significantly more Community College than either SPAN or Other Agency respondents expressed a "Need To Develop Skills" (80% vs. 36% and 46%, respectively). Different. but not significantly different, percentages of the three sources of respondents indicated a "Loss of Financial Security" (50% Community College, 46% Other Agency, and 39% SPAN respondents).

Marital Status

The Marital Status data in Table 3-b indicate only one significant difference among the three sub-samples. Others were, significantly more Married respondents among the Community College respondents than among SPAN respondents, e.g. none of the 163 SPAN respondents were married, while 14 of the 64 Community College respondents were. A high proportion in all three groups were Uncoupled (59% Community College, 69% SPAN, and 33% Other Agency respondents), most of these being Divorced (42% Community College, 50% SPAN, and 33% Other Agency). A moderate proportion were Single (16% Single Parents, 28% SPAN, and 39% Other Agency).

Children

The Age of Respondent Child data in Table 3-b indicate significantly more Preschoolers among Other Agency than SPAN respondents (57% and 34%, respectively); no significant differences in the percentages of School Aged Children (53% among Community College respondents, 61% among SPAN respondents and 39% among Other Agency respondents); and differences, but not significantly different in the Percentage of Children 18 years and over (30% among Community College respondents, 13% among SPAN respondents, and 9% among respondents from Other Agencies).

Table 3-b Personal Characteristics by Source of Respondent

B. FAMILY CHARACTERISTICS	(1) COMMUNITY COLLEGES Total=64		(2) SPAN Total=163		(3) OTHER AGENCIES Total=46	
	N	%	N	%	N	%
Single Parent/Homemaker Status						
Single Parent	37	57.8%	148	90.8%[1]	40	87.0%[1]
Homemaker	22	34.4%	23	14.1%	10	21.7%
Displaced Homemaker	4	6.6%	2	1.2%	1	2.2%
Homemaker Characteristics						
Worked at Home	42	65.6%[2]	59	36.2%	19	41.3%
Need to Develop Skills	51	79.7%[2,3]	58	35.6%	21	45.7%
Lost Financial Security	32	50.0%	63	38.7%	21	45.7%
Marital Status						
Single	10	15.6%	46	28.2%	18	39.1%
Married	14	21.9%[2]	--	--	1	2.2%
Uncoupled	38	59.4%	112	68.7%	27	58.7%
-Divorced	27	42.2%	82	50.3%	15	32.6%
-Separated	8	12.5%	19	11.7%	10	21.7%
-Widowed	3	4.7%	11	6.8%	2	4.4%
Children						
Preschool	31	48.4%	56	34.4%	26	56.5%[2]
School Age	35	53.1%	100	61.3%	18	39.1%
Over 18 yrs.	19	29.7%	21	12.9%	4	8.7%

C. ECONOMIC CHARACTERISTICS

Employment

The employment data in Table 3-c indicate that significantly more respondents from SPAN were Employed than were respondents from the Community Colleges or from the Other Agencies (67% vs. 38% vs. 24%, respectively). Similarly, more SPAN respondents were employed Full-Time (47% vs. 8% and 13%, respectively). As might be expected, a high percentage of Community College respondents (30%) were employed Part-Time.

Income

The Income data in Table 3-c indicate only one statistically significant difference among the income levels of SPAN, Community College, and Other Agency respondents i.e. significantly more SPAN respondents indicate incomes "Greater than $1,500/month.

Among Community College respondents the highest proportion (39%) report monthly incomes between "$500-$1,000/month", second highest is "Less than $500/month" (28%). Among Other Agency respondents, 39% report the lowest income level (Less than $500/month) and 35% report the next highest ($500-41,000/month). SPAN income, however, showed a somewhat rectangular distribution, i.e. 19% $500/month; 26% Between $500-$1,000/month, 20% Between $1,000-$1,500/month, and 25% Greater than $1,500/month. Significantly more respondents from SPAN than from "Other Agencies", however, reported monthly incomes of greater than $1,500/month (25% vs. 50%).

Benefits

The Benefits data in Table 3-c indicate that Aid to Families with Dependent Children (AFDC) and Child Support payments were the most frequently received benefits by all three groups, with Community College, SPAN, and Other Agency respondents reporting 41%, 26%, and 54% receiving AFDC, respectively; and 19%, 35%, and 9%, respectively receiving Child Support.

No benefit category rendered or exceeded 10% for any group, e.g. Social Security, Temporary Alimony, Veteran's Benefits, etc.

Table 3-c Personal Characteristics by Source of Respondent

	SOURCE OF RESPONDENT					
	(1)		(2)		(3)	
	COMMUNITY COLLEGES		SPAN		OTHER AGENCIES	
C. ECONOMIC CHARACTERISTICS	Total=64		Total=163		Total=46	
	N	%	N	%	N	%
Employment						
Employed	24	37.5%	109	66.9%[1,3]	11	23.9%
Full-time	5	7.8%	76	46.6%	6	13.0%
Part-time	19	29.7%	23	14.1%	3	6.5%
No Response	--	--	10	6.1%	2	4.3%
Income						
$500/mo	18	28.1%	31	19.0%	18	39.1%
$500-$1000/mo	25	39.1%	42	25.8%	16	34.8%
$1000-$1,500/mo	8	12.5%	33	20.3%	4	8.7%
$1,500/mo	5	7.8%	41	25.2%[3]	-	--
No Response	8	12.5%	16	9.8%	8	17.4%
Benefits						
AFDC	26	40.6%	42	25.8%	25	54.4%
Child Support	12	18.8%	57	35.0%[1,3]	4	8.7%
Social Security	3	4.7%	15	9.2%	2	4.4%
Temporary Alimony	5	7.8%	9	5.5%	2	4.4%
Veteran's Benefits	2	3.1%	3	1.8%	2	4.4%
Pension	1	1.6%	44	2.5%	-	--
Other Benefits	12	18.8%	31	19.0%	9	19.6%
No Benefits	22	34.4%	48	29.4%	8	17.4%

D. GEOGRAPHIC LOCATION

Location

The Geographic Location, i.e. Zip code based data in Table 3-d indicate, first of all, that significantly more SPAN than Community College or Other Agency respondents came from Oahu (87% vs. 72% and 24%, respectively); significantly more Community College than Other Agency respondents came from Oahu (72% vs. 24%); and significantly more Other Agency than Community College or SPAN respondents came from the Neighbor Islands (67% vs. 22% and 2%, respectively). Moreover, the highest proportions of Oahu respondents came from Honolulu (17% to 49% for Other Agency, Community College and SPAN respondents, respectively) and the highest proportion of Neighbor Island respondents came from the Big Island (13% Community College and 37% Other Agency respondents).

These data make sense in that SPAN is basically an Oahu Institution, in that Other Agencies were purposefully over-sampled on the Neighbor Islands, in that the Community College student population is significantly larger on Oahu, and in that Honolulu is the population center of the State.

Table 3-d Personal Characteristics by Source of Respondent

SOURCE OF RESPONDENT

	(1)		(2)		(3)	
	COMMUNITY COLLEGES		SPAN		OTHER AGENCIES	
D. GEOGRAPHIC LOCATION	Total=64		Total=163		Total=46	
	N	%	N	%	N	%
Location						
Honolulu	15	23.4%	80	49.1%	8	17.4%
Windward Oahu	14	21.9%	28	17.2%	3	6.5%
Leeward Oahu	13	20.3%[3]	21	12.9%	-	--
Central Oahu	4	6.3%	12	7.4%	-	--
OAHU	46	71.9%[3]	141	86.5%[1,3]	11	23.9%
Hawaii	8	12.5%	3	1.8%	17	37.0%[2]
Maui	5	7.8%	-	--	9	19.6%
Kauai	1	1.6%	-	--	5	10.9%
NEIGHBOR ISLANDS	14	21.9%	3	1.8%	31	67.4%[1,2]
No Response	4	6.3%	19	11.7%	4	8.7%

E. EDUCATION BACKGROUND/STATUS

Educational Background

The Educational Background data in Table 3-e indicate that there were no significant differences* in the Educational Backgrounds of these largely Single Parent respondents from Community College, from SPAN, or from the sample of Other Agencies.

A high percentage of all three groups completed High School (91% of the respondents from the Community College, 90% of the respondents from SPAN, and 83% of the respondents from Other Agencies). Twenty-eight percent of the SPAN respondents and 13% from the Other Agencies completed a Four Year College.

It is not known whether the "Graduate School" and two "Four Year College" responses from the Community College sample were mistakes, or inappropriately marked, or whether those questionnaires were distributed to former rather than current Community College students (see below).

Current Educational Status

The Current Educational Status data in Table 3-e indicate significantly more of the Community College than SPAN or Other Agency respondents are "Currently Enrolled in a Formal Education or Training Program". This, of course, is not surprising. What is surprising is the "low" percentage of Community College respondents "Currently Enrolled". Seventy percent enrolled means 30% (or 19 respondents) not enrolled. As mentioned above, questionnaires may have been distributed to former students rather than current students. Some may have been distributed to Single Parent non-students. Examining the questionnaire, it may be that the phrase "Education or Training Program" caused confusion. At any rate, the fact that an estimated 30% of the Community College respondents may not be currently enrolled, should be kept in mind when analyzing these data.

The data in Table 3-e indicate also, that more but not significantly more Community College than either SPAN or Other Agency respondents are enrolled as Full-Time students (34% vs. 11% and 17%, respectively).

It is interesting, by the way, that a higher but not significantly higher percentage of Other Agency than SPAN respondents are both "Currently Enrolled" (33% vs. 21%, respectively) and "Enrolled Full-Time" (17% vs. 11%).

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* Indicated in the Table by lack of superscripts.

Table 3-e Personal Characteristics by Source of Respondent

E. EDUCATION BACKGROUND/STATUS	SOURCE OF RESPONDENT (1) COMMUNITY COLLEGES Total=64 N	%	(2) SPAN Total=163 N	%	(3) OTHER AGENCIES Total=46 N	%
Educational Background						
High School	58	90.6%	147	90.2%	38	82.6%
Trade School	7	10.9%	13	8.0%	3	6.5%
Community College	12	18.8%	25	15.3%	5	10.9%
Four Year College	2	3.1%	45	27.6%	6	13.0%
Graduate School	1	1.6%	16	9.8%	2	4.4%
Current Educational Status						
Enrolled	45	70.3%[2,3]	34	20.9%	15	32.6%
Full-Time	22	34.4%	18	11.0%	8	17.4%
Part-Time	19	29.7%	12	7.4%	6	13.0%
No Response	3	4.7%	4	2.5%	1	2.2%

F. EDUCATIONAL INSTITUTION/MAJOR AREA OF STUDY

Educational Institution

Not surprisingly, the Educational Institution data in Table 3-f indicate that significantly more respondents from Community Colleges are presently enrolled in a Community College (i.e. 61% for respondents from Community Colleges, 9% for respondents from SPAN, and 15% for respondents from Other Agencies). What might be more surprising is that 39% of the respondents from Community College are not presently enrolled. Roughly this percentage reported they are presently employed (see Table 7f).

Note, too, that the 17 Kapiolani respondents accounted for 27% of the 64 Community College respondents, and for **44%** of the 39 Community College respondents still attending a Community College. This should be kept in mind when generalizing from the Community College sample.

Nearly 10% of the SPAN respondents reported attending a Community College, all on Oahu (understandably) and about half (6%) at Honolulu Community College; and about 15% of the Other Agency respondents reported attending a Community College, most of them on the Neighbor Islands, again understandably, since that's where the bulk of the Other Agency respondents were recruited.

Major Area of Study

The Major Area of Study data in Table 3-f indicate that the highest percentage of Community College respondents (17%) majored in Social Sciences/Humananities/Liberal Arts; the highest percentage of SPAN respondents (6%) majored in Health/Human Development/Nursing; and the highest percentage of Other Agency respondents (9%) majored in Social Sciences/Humanities/Liberal Arts, and in Vocational Education areas such as Hotel/Food Preparation/Agriculture, etc. There were, however, no significant Major Area of Study differences among the three groups of respondents.

Table 3-f Personal Characteristics by Source of Respondent

	SOURCE OF RESPONDENT					
	(1)		(2)		(3)	
F. EDUCATIONAL INSTITUTION/ MAJOR AREA OF STUDY	COMMUNITY COLLEGES		SPAN		OTHER AGENCIES	
	Total=64		Total=163		Total=46	
	N	%	N	%	N	%
Educational Institution						
Community College	39	60.9%[2,3]	15	9.2%	7	15.2%
Honolulu CC	---	---	9	5.5%	3	6.5%
Kapioloani CC	17	26.6%	2	1.2%	-	---
Leeward CC	5	7.8%	3	1.8%	-	---
Windward CC	3	4.7%	1	0.6%	-	---
Hawaii CC	8	12.5%	-	---	1	2.2%
Maui CC	6	9.4%	-	---	1	2.2%
Kauai CC	-	---	-	---	2	4.4%
Four Year/University	1	1.6%	5	3.1%	-	---
Other	3	4.7%	7	4.3%	3	6.5%
No Response	2	3.1%	7	4.3%	5	10.9%
Major Area of Study						
General (Soc Sci/Hum/Lib Arts)	11	17.2%	6	3.7%	4	8.7%
Health (Health/Hum Dev/Nurs/etc.)	4	6.3%	9	5.5%	3	6.5%
Business (Bus/Acct/Fin/etc.)	6	9.4%	5	3.1%	2	4.4%
Voc. Ed. (Hotel/Agri/etc.)	6	9.4%	4	2.5%	4	8.7%
Education	1	1.6%	2	1.2%	-	---
Other	15	23.4%	7	4.3%	1	2.2%
No Response	2	3.1%	1	0.6%	1	2.2%

G. EDUCATION INTERESTS/IMPEDIMENTS

Interests

The Educational Interest data in Table 3-g indicate that the highest percentage of Community College respondents (61%) expressed interest in enrolling in a Community College Liberal Arts program, followed by a Four Year College in a major other than Liberal Arts (50%). The highest percentage of SPAN respondents expressed interest in enrolling in a Four Year College, again in other than a Liberal Arts Major (43%), followed by interest in a Business or Trade School (38%). High percentages of respondents from Other Agencies expressed interest in enrolling in traditionally Female Vocational Education Programs at a Community College (65%) and in Other Than Liberal Arts Majors at a Four Year College (63%).

Community College respondents were significantly more likely than SPAN respondents to express interest in a Community College Liberal Arts Program (61% vs. 26%, respectively), while Other Agency respondents were significantly more likely than SPAN respondents to show interest in enrolling in a traditionally Female Vocational Education Program at a Community College (65% vs. 34%, respectively); and significantly more likely to show interest in enrolling in a Non Liberal Arts Major at a Four Year College (63% vs. 43%, respectively).

For all 3 groups, least interest was expressed in enrolling in a traditionally Male Vocational Education Program at a Community College; (i.e. 15% of the SPAN, 23% of the Community College, and 30% of the Other Agency respondents, respectively). This would be expected, given that 92% of the respondents are Female.

Note, by the way, that Other Agency respondents showed higher interest in "enrolling" than did SPAN respondents (on all types of enrollment) and than Community College respondents (on all but the two Liberal Arts selections).

Impediments

The Impediment to Educational Enrollment data in Table 3-g show that Lack of Funds was the major impediment for all these groups of respondents (i.e. for 83% of the Other Agency respondents, for 74% of the SPAN respondents, and even for 69% of the Community College respondents). Child Care, i.e. level of Child Care, was impediment number two for the Other Agency and SPAN respondentss, and a close number three for the Community College respondents (65%, 45%, and 40%, respectively). Lack of knowledge and (lack of) Personal Skills were also frequently mentioned (28% to 46%); while Lack of Interest, Health, and Physical disability were impediments least mentioned (2% to 9%).

The only differences among the three groups of respondents to render statistical significance were that Other Agency respondents were significantly more likely than both SPAN and Community College respondents to indicate 1) that Child Care was an impediment (65% vs. 45% and 41%, respectively); and 2) that Transportation was an impediment (44% vs. 16% and 17%, respectively).

Table 3-g Personal Characteristics by Source of Respondent

G. EDUCATION INTEREST/IMPEDIMENTS	SOURCE OF RESPONDENT (1) COMMUNITY COLLEGES Total=64		(2) SPAN Total=163		(3) OTHER AGENCIES Total=46	
	N	%	N	%	N	%
Interest in Educational Enrollment*						
Business or Trade School	27	42.2%	62	38.0%	26	56.5%
Comm. Coll. (Lib. Arts)	39	60.9%[2]	43	26.4%	25	54.3%
Comm. Coll. (Voc. Ed. Female)	26	40.6%	56	34.4%	30	65.2%[2]
Comm. Coll. (Voc. Ed. Male)	15	23.4%	24	14.7%	14	30.4%
Four Year Coll. (Lib. Arts)	31	48.4%	49	30.1%	20	43.5%
Four Year Coll. (Other Major)	32	50.0%	70	42.9%	29	63.0%[2]
Impediments to Educational Enrollment**						
Lacking Funds	44	68.8%	120	73.6%	38	82.6%
Child Care	26	40.6%	83	45.4%	30	65.2%[1,2]
Lack of Knowledge	24	37.5%	54	33.1%	21	45.7%
Personal Pressure	17	26.6%	59	36.2%	18	39.1%
Lose Benefits	22	34.4%	47	28.8%	20	43.5%
Personal Skills	28	43.8%	46	28.2%	15	32.6%
Transportation	11	17.2%	26	16.0%	20	43.5%[1,2]
Lack Interest	5	7.8%	16	9.8%	6	13.0%
Physical Disability	2	3.1%	6	3.7%	1	2.2%
Health	2	3.1%	12	7.4%	3	6.5%

* "Somewhat" or "Very Interested"
** "Problem" or "Important Problem"

H. EMPLOYMENT INTERESTS/ACHIEVEMENTS

Job Area of Interest

The Job Interest data in Table 3-h show that more than half of all three groups expressed an interest in Human Service jobs, i.e. 58% of the Community College, 59% of the SPAN, and 59% of the Other Agency respondents. For the Community College respondents next most interest was expressed for Public Service jobs (47%), followed by Self-Employment (39%), and Business occupations (38%). For SPAN respondents Public Service (39%); while for Other Agency respondents Public Service jobs and second (46%) and Business and Self-Employment third and fourth (44 and 41%, respectively). Secretarial, Trade and Technical, and Agricultural occupations were endorsed by fewer than 20% of the respondents in each group. Hotel Industry jobs were endorsed a moderate amount, i.e. by from 25% to 36% of the respondents in each group. Moreover, there were no statistically significant differences in area of Job Interest expressed among the three groups of respondents.

Current Job

The Current Job data in Table 3-h indicate that there were no significant differences in type of current job. The largest proportion in each group were employed in relatively low level Laborer/Clerk/Sales types positions (i.e. 25% of the SPAN, 19% of Community College, and 11% of the Other Agency respondents were so employed. Fourteen percent of the SPAN respondents reported employment in Management/Business/ Professional positions, and 13% reported employment in a Human Services/Medical job. No other employment category/group combination accounted for as much as 10% of the respondents category.

Table 3-h Personal Characteristics by Source of Respondent

	SOURCE OF RESPONDENT (1) COMMUNITY COLLEGES Total=64		(2) SPAN Total=163		(3) OTHER AGENCIES Total=46	
H. EMPLOYMENT INTERESTS/ACHIEVEMENTS	N	%	N	%	N	%
Job Area of Interest						
Human Service	37	57.8%	96	58.9%	27	58.7%
Self-Employment	25	39.1%	81	49.7%	19	41.3%
Public Service	30	46.9%	64	39.3%	21	45.7%
Business	24	37.5%	69	42.3%	20	43.5%
Hotel Industry	22	34.4%	40	24.5%	13	28.3%
Other Areas	6	9.4%	38	23.3%	14	30.4%
Secretarial	11	17.2%	23	14.1%	9	19.6%
Trade or Technical	6	9.4%	26	16.0%	7	15.2%
Agriculture	6	9.4%	17	10.4%	5	10.9%
Current Job						
Laborer/Clerk/Sales	12	18.8%	41	25.2%	5	10.9%
Mgmt./Buss./Professional	2	3.1%	22	13.5%	2	4.3%
Human Service/Medical	2	3.1%	21	12.9%	2	4.3%
Self-Employed	-	--	2	1.2%	-	--
Other	3	4.7%	7	4.3%	-	--
No Response	5	7.8%	16	9.8%	2	4.3%

I. TRAINING NEEDS

Career Training

The Career Training Needs data in Table 3-i show that significantly more Community College than SPAN respondents indicated a need for training in Presenting their job) skills (73% vs. 47%, respectively), in Finding (their) Job Skills (64% vs. 34%, respectively), and in (how to) Obtain Training (58% vs. 31%, respectively). Other Agency respondents also indicated this latter need significantly more than did SPAN respondents (57% vs. SPAN's 31%). The second highest percentage among both SPAN and Other Agency respondents indicated that training in (how to) "Support (one's) Self through College" was an important need (45% and 63%, respectively). Even 41% of the Community College respondents, who would have had to "solve" this problem at least to some extent, indicated it to be a real need. The need for Training in a Specific Job was indicated by 44% of the Other Agency, 38% of the Community College, and 26% of the SPAN respondents. Of the seven "Career" Training Needs listed, the need for training in (how to) Enroll in College ws the least endorsed, i.e. 17% of the Community College, 20% of the Other Agency, and 22% of the SPAN respondents indicated this type of training was needed.

Other Training

The Other Training Needs data in Table 3-i indicate no significant differences in Other Training Needs among Community College, SPAN, and Other Agency respondents. High proportions of all three groups (50% or more) indicated that Personal Growth training and training in (how to) Survive on a Budget were important training needs. A surprising 57% of the Other Agency respondents indicated taht Understanding Regulations was a real need. Caring for Infants was the least endorsed training need of the seven presented (11% of the Other Agency respondents; 3% of the SPAN respondents, and none of the Community College respondents).

Table 3-i Personal Characteristics by Source of Respondent

	SOURCE OF RESPONDENT					
	(1)		(2)		(3)	
	COMMUNITY COLLEGES		SPAN		OTHER AGENCIES	
I. TRAINING NEEDS	Total=64		Total=163		Total=46	
	N	%	N	%	N	%
Career Training Needs*						
Presenting Skills	47	73.4%[2]	77	47.2%	30	65.2%
Support Self through College	26	40.6%	73	44.8%	29	63.0%
Finding Job Skills	41	64.1%[2]	55	33.7%	21	45.7%
Obtaining Training (how to)	37	57.8%[2]	50	30.7%	26	56.5%[2]
Training for Specific Job	24	37.5%	43	26.4%	20	43.5%
Choosing a Major	27	42.2%	33	21.6%	15	32.6%
Enrolling in College	11	17.2%	21	21.9%	9	19.6%
Other Training Needs*						
Personal Growth	39	60.9%	85	52.1%	27	58.7%
Surviving on a Budget	32	50.0%	91	55.8%	28	60.9%
Housing Understanding Regulations	21	32.8%	77	47.2%	23	50.0%
	28	43.8%	66	40.5%	26	50.0%
Handling Adolescents	17	26.6%	58	35.6%	18	39.1%
Transportation Strategies	10	15.6%	29	17.8%	18	39.1%
Caring for Infants	--	--	4	2.5%	5	10.9%

* "Need" or "Need Most"

J. IMMEDIATE NEEDS

Basic Needs

The Basic Needs data in Table 3-j show the highest percentage of respondents in each group indicating Living Expenses to be a basic need (65% of the Other Agency respondents; 55% of the Community College respondents, and 53% of the SPAN respondents). Housing, too, is highly endorsed by the Other Agency and SPAN respondents (52% and 45%, respectively). Except that Other Agency respondents indicated a significantly greater need than SPAN respondents for Clothing (54% vs. 25%, respectively) there were no significant differences in the Basic Needs endorsed by Community College, SPAN, and Other Agency respondents.

Support Needs

The Support Needs data in Table 3-j show the highest percentage of respondents in each group indicating Child Care to be a real need (57% of the Other Agency respondents, 45% of the SPAN respondents, and 39% of the Community College respondents). Legal Information was the second most highly endorsed Suport Need among SPAN respondents (34%), while among both Community College and Other Agency respondents, it was Transportation (28% and 48%, respectively). About a quarter of all three groups indicated a need for Medical Assistance and Community Information, the single exception being that only 9% of the Other Agency respondents indicated a need for Medical Assistance. This most likely is due to the higher proportion of DSSH service recipients in that group.

In sum, except that Other Agency respondents indicated a significantly greater need than SPAN respondents for Transportation (48% vs. 26%, respectively), there were no significant differences in the Support Needs endorsed by Community College, SPAN, and Other Agency respondents.

Career Needs

Interestingly, the most frequently endorsed "Career Need" by all three groups of respondents was the need for Personal Development (i.e. courses/workshops, etc). The Career needs data in Table 3-j indicate taht 58% of the Community College, 47% of the SPAN, and 52% of the Other Agency respondents endorsed this need. Second most endorsed by the Community College and SPAN respondents (and third most endorsed by the Other Agency respondents) was the need for Career Counseling (with 53%, 31%, and 44% endorsing respectively). Job Placement and Job Training needs were endorsed more by Community College and Other Agency than by SPAN respondents; and the need for a High School Diploma was endorsed by the smallest proportion in each group (9%, 11%, and 22% for SPAN, Community College, and Other Agency respondents, respectively).

The statistically significant differences in Career Needs endorsed by Community College, SPAN, and Other Agency respondents were these: significantly more Community College than SPAN respondents indicated Career Counseling was a Career Need; and significantly more Community College and Other Agency respondents than SPAN respondents indicated that Job Training was a Career Need.

Table 3-j Personal Characteristics by Source of Respondent

	SOURCE OF RESPONDENT					
	(1)		(2)		(3)	
	COMMUNITY COLLEGES		SPAN		OTHER AGENCIES	
J. IMMEDIATE NEEDS	Total=64		Total=163		Total=46	
	N	%	N	%	N	%
Basic Needs*						
Living Expenses	35	54.7%	86	52.8%	30	65.2%
Housing	21	32.8%	74	45.4%	24	52.2%
Food	24	37.5%	46	28.2%	21	45.7%
Clothing	26	40.6%	41	25.2%	25	54.3%[2]
Support Needs*						
Child Care	25	39.1%	73	44.8%	26	56.5%
Legal Information	14	21.9%	55	33.7%	18	39.1%
Transportation	18	28.1%	39	23.9%	22	47.8%[2]
Medical Assistance	16	25.0%	47	28.8%	15	9.2%
Community Information	14	21.9%	44	27.0%	12	26.1%
Career Needs*						
Personal Development	37	57.8%	77	47.2%	24	52.2%
Career Counseling	34	53.1%[2]	50	30.7%	20	43.5%
Job Placement	29	45.3%	47	28.8%	19	41.3%
Job Training	30	46.9%[2]	37	22.7%	22	47.8%[2]
High School Diploma	7	10.9%	14	8.6%	10	21.7%

* "Need" or "Need Most"

Figure 6.1

Summary of Major SOURCE OF RESPONDENT Findings

CHARACTERISTICS	INTERESTS/NEEDS
Significantly more COMMUNITY COLLEGE respondents	**Significantly more COMMUNITY COLLEGE respondents**

(than SPAN)
- "Worker at Home" (66% vs 36%)
- were Married (23% vs 0%)
	(than SPAN)
	- indicated an interest in enrolling in a Community College Liberal Arts Program (61% vs 20%)
	- indicated a need for training in how to:
	  - obtain training (58% vs 31%)
	  - find their skills (64% vs 34%)
	  - present their skills (73% vs 47%)
	- indicated a need for:
	  - Career Counseling (53% vs 31%)
	  - Job Training (47% vs 23%)

(than OTHER AGENCIES) - were located on Oahu (72% vs 24%)	(than OTHER AGENCIES) N/A
Significantly more OTHER AGENCY respondents	**Significantly more OTHER AGENCY respondents**
(than COMMUNITY COLLEGES) - were Single Parents (89% vs 58%)	(than COMMUNITY COLLEGES) N/A

(than SPAN)
- had Preschool Children (59% vs 34%)
- were located on the Big Island (37% vs 2%)
	(than SPAN)
	- were interested in enrolling in:
	  - traditionally female voc. ed. programs at a Community College (65% vs 34%)
	  - other than Liberal Arts programs at a Four-Year College (63% vs 43%)
	- indicated a need for training in:
	  - (how to) obtain training (57% vs 31%)
	- indicated a need for:
	  - Job Training (48% vs 23%)
	  - Transportation (48% vs 24%)
	  - Clothing (54% vs 25%)

Figure 6.1

Summary of Major SOURCE OF RESPONDENT Findings (Cont'd)

CHARACTERISTICS	INTERESTS/NEEDS
Significantly more OTHER AGENCY respondents (cont'd)	Significantly more OTHER AGENCY respondents (cont'd)
(than COMMUNITY COLLEGES or SPAN) - were located on the Neighbor Islands (67% vs 23% and 2%)	(than COMMUNITY COLLEGES or SPAN) - indicated the following impediments to enrolling in a formal educational program: - (Lack of) Child Care (65% vs 40% and 45%) - (Lack of) Transportation (44% vs 17% and 18%)
(than SPAN or OTHER AGENCIES) - need to Develop Skills (80% vs 36% and 46%) - were Currently Enrolled in a formal educational program (20% vs 21% and 33%)	(than SPAN or OTHER AGENCIES) N/A
Significantly more SPAN respondents	Significantly more SPAN respondents
(than COMMUNITY COLLEGES) - were Single Parents (91% vs 57%) (than OTHER AGENCIES) - had Monthly Income greater than $1,500 (25% vs 0%) (than COMMUNITY COLLEGES or OTHER AGENCIES) - were Employed (67% vs 38% and 24%) - were Employed Full-time (48% vs 8% and 13%) - received Child Support Payments (35% vs 19% and 9%) - were located on Oahu (87% vs 72% and 24%)	N/A

SINGLE PARENT/HOMEMAKER NEEDS SURVEY FINDINGS
BY GEOGRAPHIC LOCATION

Subgroup Characteristics*

A. PERSONAL CHARACTERISTICS

Sex
The Gender data in Table 4-a indicate high proportions of Female respondents, ranging from 91% to 100%, in all eight Catchment Areas.

Age
The Age of Respondent data in Table 4-a indicate the percentages of 18-29 Year Olds ranged from 6% in Central Oahu to 67% on Kauai. Percentages based on totals that small, however, 916 and 6, respectively) can be quite unstable. Overall, there were 18% of the Oahu and 33% of the Neighbor Island respondents in the 18-29 Year Age group, not a statistically significant difference. Neither, in fact, were there significant differences between Oahu and Neighbor Island respondents in any of the age groups (31% of each group was between 30-39 years; and 24%, the Oahu respondents vs. 13% of the Neighbor Island respondents were 40+ years of age).

Ethnicity
The Ethnicity data in Table 4-a indicate that Caucasian respondents predominated in all Catchment Areas except Kauai. Overall, Oahu and the Neighbor Islands had 43% vs. 45% Caucasian respondents; 18% vs. 19% Hawaiian/Part Hawaiian respondents; 16% vs. 6% Japanese respondents; 5% vs. 6% Filipino respondents; and 17% vs. 21% respondents from Other (or mixed) ethnic background. None of these ethnic difference percentages (between Oahu and Neighbor Island respondents) were large enough, however, to render statistical significance.

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[*] While data will be presented for eight Catchment Areas, significance testing is limited to the Total Oahu vs. Total Neighbor Island figures, due mainly to the small totals for several of the Catchment Areas.

Table 4-a Personal Characteristics by Geographic Location

GEOGRAPHIC LOCATION

A. PERSONAL CHARACTERISTICS	OAHU										NEIGHBOR ISLANDS							
	(1) HONOLULU		(2) CENTRAL		(3) LEEWARD		(4) WINDWARD		(5) TOTAL		(6) TOTAL		(7) HAWAII		(8) MAUI		(9) KAUAI	
	Total=103		Total=16		Total=34		Total=45		Total=198		Total=48		Total=28		Total=14		Total= 6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sex																		
Female	95	92.2%	15	93.7%	31	91.2%	42	93.3%	183	92.4%	47	97.9%	27	96.4%	14	100%	6	100%
Male	8	7.8%	1	6.3%	3	8.8%	3	6.7%	15	7.6%	1	2.1%	1	3.6%	--	--	-	--
Age																		
18-29 yrs.	19	18.4%	1	6.3%	6	17.6%	10	22.2%	36	18.2%	16	33.3%	6	21.4%	6	42.9%	4	66.7%
30-39 yrs.	31	30.1%	6	37.5%	14	41.2%	10	22.2%	61	30.8%	15	31.3%	10	35.7%	4	28.6%	1	16.7%
40+ yrs.	22	21.4%	7	43.8%	6	17.6%	13	28.9%	47	23.7%	6	12.5%	2	7.1%	3	21.4%	1	16.7%
No Response	31	30.1%	2	12.5%	8	23.5%	12	26.7%	53	26.8%	11	22.9%	10	35.7%	1	7.1%	-	--
Ethnicity																		
Caucasian	44	42.7%	5	31.3%	11	32.4%	24	53.3%	85	47.9%	22	45.2%	14	50.0%	7	50.0%	1	16.7%
Hawaiian/Pt.	15	14.6%	3	18.8%	6	17.6%	13	28.9%	36	18.2%	9	18.8%	6	21.4%	2	14.3%	1	16.7%
Japanese	20	19.4%	4	25.0%	5	14.7%	2	4.4%	31	15.7%	3	6.3%	3	10.7%	-	--	-	--
Filipino	4	3.9%	1	6.3%	3	8.8%	2	4.4%	10	5.1%	3	6.3%	2	7.1%	-	--	1	16.7%
Other	19	18.4%	3	18.8%	8	23.5%	4	8.9%	34	17.2%	10	20.8%	3	10.9%	5	35.7%	2	33.3%
No Response	1	1.0%	-	--	1	2.9%	-	--	2	1.0%	1	2.1%	-	--	-	--	1	16.7%

B. FAMILY CHARACTERISTICS

Single Parent/Homemaker Status

The Single Parent/Homemaker data in Table 4-b indicate high proportions, ranging from 64% to 100% in all eight Catchment Areas. Overall, on Oahu, 84% of the respondents were Single parents vs. 77% on the Neighbor Islands. This difference was not statistically significant. Neither was the difference between the somewhat lower perentages of Homemaker; i.e. 19% of Oahu respondents vs. 25% of Neighbor Island respondents.

Homemaker Characteristics

The Homemaker Characteristic data in Table 4-b indicate that about half of Oahu and half of the Neighbor Island respondents Worked At Home (i.e. did primarily housework), Needed To Develop (Job) Skills; and had Lost Financial Security. None of these differences were significantly different.

Marital Status

The Marital Status data in Table 4-b indicate a majority of Oahu and Neighbor Island respondents were Uncoupled, i.e. Divorced or Separated or Widowed (67% vs. 56%, respectively), with most of those being Divorced (49% vs. 35%, respectively). The lowest proportion of both groups was Married (6% vs. 8%) and a moderate percentage 27% vs. 33%) was Single in each group. None of these Marital Status differences between Oahu and Neighbor Island respondents was large enough to render statistical significance.

Children

The Age of Respondents' Child data in Table 4-b indicate that for both Oahu and Neighbor Island respondents, the highest proportion had School Age Children (57% and 54%, respectively), the next highest had Preschool Children (32% and 48%, respectively); and the smallest proportion had offspring Over 18 years (18% vs. 6%, respectively). While the trend in the data was for Neighbor Island respondents to have more younger (Preschool) and fewer older (Over 18) offspring, these trends were not statistically significant overall.

Table 4-b Family Characteristics by Geographic Location

GEOGRAPHIC LOCATION

B. FAMILY CHARACTERISTICS	OAHU										NEIGHBOR ISLANDS							
	(1) HONOLULU		(2) CENTRAL		(3) LEEWARD		(4) WINDWARD		(5) TOTAL		(6) TOTAL		(7) HAWAII		(8) MAUI		(9) KAUAI	
	Total=103		Total=16		Total=34		Total=45		Total=198		Total=48		Total=28		Total=14		Total= 6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Single Parent/ Homemaker Status																		
Single Parent	94	91.3%	15	93.8%	25	73.5%	33	73.3%	167	84.3%	37	77.1%	18	64.3%	14	100%	5	83.3%
Homemaker	17	16.5%	3	18.8%	10	29.4%	8	17.8%	38	19.2%	12	25.0%	7	25.0%	2	14.3%	3	50.0%
Displaced/Hmkr	--	--	1	6.3%	2	5.9%	1	2.2%	4	2.0%	3	6.3%	1	3.6%	1	7.1%	1	16.7%
Homemaker Characteristics																		
Worked at Home	48	46.6%	5	31.3%	14	41.2%	19	42.2%	86	43.4%	25	52.1%	16	57.1%	6	42.9%	3	50.0%
Need to Develop Skills	45	43.7%	6	37.5%	20	58.8%	22	48.9%	93	47.0%	27	56.3%	16	57.1%	6	42.9%	5	83.3%
Lost Financial Security	50	48.5%	8	50.0%	14	41.2%	16	35.6%	88	44.4%	23	47.9%	9	32.1%	10	71.4%	4	66.7%
Marital Status																		
Single	25	24.3%	2	12.5%	8	23.5%	18	40.0%	53	26.8%	16	33.3%	10	35.7%	5	35.7%	1	16.7%
Married	2	1.9%	1	6.3%	3	8.8%	5	11.1%	11	5.6%	4	8.3%	4	14.3%	-	--	-	--
Uncoupled	76	73.8%	13	81.3%	22	64.7%	22	48.9%	133	67.2%	27	56.3%	13	46.4%	9	64.3%	5	83.3%
Divorced	58	56.3%	11	68.8%	14	41.2%	13	28.9%	96	48.5%	17	35.4%	9	32.1%	6	42.9%	2	33.3%
Separated	13	12.6%	2	12.5%	4	11.8%	6	13.3%	25	12.6%	8	16.7%	4	14.3%	2	14.3%	2	33.3%
Widowed	5	4.9%	-	--	4	11.8%	3	6.7%	12	6.1%	2	4.2%	-	--	1	7.1%	1	16.7%
Children																		
Preschool	44	42.7%	5	31.3%	8	23.5%	7	15.6%	64	32.3%	23	47.9%	15	53.6%	6	42.9%	2	33.3%
School Age	51	49.5%	14	87.5%	24	70.6%	24	53.3%	113	57.1%	26	54.2%	15	53.6%	8	57.1%	3	50.0%
Over 18 yrs.	16	15.5%	4	25.0%	8	17.8%	8	17.8%	36	18.2%	3	6.3%	2	7.1%	-	--	1	16.7%

C. ECONOMIC CHARACTERISTICS

Employment

The Employment data in Table 4-c indicate higher,but not significantly higher Employment and Full-Time Employment rates among Oahu respondents, (i.e. 57% vs. 35% Employment for Oahu vs. Neighbor Island respondents; and 37% vs. 13% Full-Time employment for Oahu vs. Neighbor Island respondents). About equal percentages of Oahu and Neighbor Island respondents reported Part-Time Employment (15% vs. 17%, respectively).*

Income

The Income data in Table 4-c indicate that higher but not significantly higher percentages of Neighbor Island respondents reported "lower monthly incomes" (i.e. 29% of Neighbor Island respondents vs. 24% of Oahu respondents reported incomes Less than $500/month; and 44% of the Neighbor Island respondents vs. 27% of the Oahu respondents reported incomes Between $500 and $1,000/month). Similarly, higher but not significantly higher percentages of Oahu respondents reported "Higher Monthly Incomes" (i.e. 20% of the Oahu respondents vs. 8% of the Neighbor Island respondents reported monthly incomes Between $1,000 and $1,500/month; and 21% of the Oahu respondents vs. 2% of the Neighbor Island respondents reported monthly incomes Greater Than $1,500/month.

Benefits

The Benefits data in Table 4-c indicate first and foremost that significantly more AFDC benefits were reported by Neighbor Island than Oahu respondents (52% vs. 29%, respectively). No other Oahu vs. Neighbor Island differences in percentage of benefits received approached statistical significance, although the next larger observed difference was that Oahu respondents indicated receiving more Child Support than Neighbor Island respondents (30% vs. 13%, respectively).

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* While data will be presented for eight Catchment Areas, significance testing is limited to the Total Oahu vs. Total Neighbor Island figures, due mainly to the small totals for several of the Catchment Areas.

Table 4-c Economic Characteristics by Geographic Location

GEOGRAPHIC LOCATION

C. ECONOMIC CHARACTERISTICS	OAHU										NEIGHBOR ISLANDS							
	(1) HONOLULU		(2) CENTRAL		(3) LEEWARD		(4) WINDWARD		(5) TOTAL		(6) TOTAL		(7) HAWAII		(8) MAUI		(9) KAUAI	
	Total=103		Total=16		Total=34		Total=45		Total=198		Total=48		Total=28		Total=14		Total= 6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Employment																		
Employed	63	61.2%	11	68.8%	15	44.1%	23	51.1%	112	56.6%	17	35.4%	9	32.1%	8	57.1%	--	--
Full-time	41	39.8%	9	56.3%	10	29.4%	14	31.1%	74	37.4%	6	12.5%	2	7.1%	4	28.6%	--	--
Part-time	19	18.4%	1	6.3%	3	8.8%	7	15.6%	30	15.2%	8	16.7%	5	17.9%	3	21.4%	--	--
No Response	3	2.9%	1	6.3%	2	5.9%	2	4.4%	8	4.0%	3	6.3%	2	7.1%	1	7.1%	--	--
Income																		
$500/mo	24	23.3%	1	6.3%	8	23.5%	14	31.1%	47	23.7%	14	29.2%	11	39.3%	2	14.3%	1	16.7%
$500-$1000/mo	28	27.2%	5	31.3%	10	26.7%	12	26.7%	55	27.2%	21	43.8%	8	64.3%	9	64.3%	4	66.7%
$1000-$1,500/mo	24	23.3%	3	18.8%	6	17.6%	6	13.3%	39	19.7%	4	8.3%	3	10.7%	1	7.1%	-	--
$1,500/mo	20	19.4%	5	31.3%	7	20.6%	9	20.0%	41	20.7%	1	2.1%	1	3.6%	-	--	-	--
No Response	7	6.9%	2	12.5%	3	8.8%	4	8.9%	16	8.1%	8	16.7%	5	17.9%	2	14.3%	1	16.7%
Benefits																		
AFDC	30	29.1%	4	25.0%	14	41.2%	9	20.0%	57	28.8%	25	52.1%5	13	46.4%	9	64.3%	3	50.0%
Child Support	37	35.9%	7	43.8%	7	20.6%	9	20.0%	60	30.3%	6	12.5%	3	10.7%	3	21.4%	-	--
Social Security	9	8.7%	-	--	4	11.8%	3	6.7%	16	8.1%	2	4.2%	-	--	1	7.1%	1	16.7%
Temporary Alimony	4	3.9%	2	12.5%	2	5.9%	3	6.7%	11	5.6%	2	4.2%	2	7.1%	-	--	-	--
Veteran's Benefits	3	2.9%	-	--	1	2.9%	1	2.2%	5	2.5%	2	4.2%	1	3.6%	-	--	1	16.7%
Pension	2	1.9%	-	--	1	2.9%	1	2.2%	4	2.0%	-	--	-	--	-	--	-	--
Other Benefits	20	19.4%	5	31.3%	8	23.5%	7	15.6%	40	20.2%	8	16.7%	1	3.6%	6	42.9%	6	100%
No Benefits	25	24.3%	5	31.3%	8	23.5%	18	40.0%	56	28.3%	14	29.2%	11	39.3%	2	14.3%	1	16.7%

* Indicates that this percentage is significanctly greater (p .05) than the percentage in Column 5 (Oahu).

D. GEOGRAPHIC AREA

Location

- The Geographic Area (Zip Code) data in Table 4-d indicate that over half of the Oahu respondents (52%) came from the most populated Catchment Area (Honolulu), the next highest percentage (23%) came from the Windward Area, next highest from the Leeward Area, and least from Central Oahu (8%).

  On the Neighbor Islands; most (59%) came from the Big Island; the least 13% from Kauai; and the remainder (29%) from Maui.

Table 4-d Geographic Location

D. GEOGRAPHIC LOCATION	GEOGRAPHIC LOCATION																	
	OAHU										NEIGHBOR ISLANDS							
	(1) HONOLULU		(2) CENTRAL		(3) LEEWARD		(4) WINDWARD		(5) TOTAL		(6) TOTAL		(7) HAWAII		(8) MAUI		(9) KAUAI	
	Total=103		Total=16		Total=34		Total=45		Total=198		Total=48		Total=28		Total=14		Total= 6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Location																		
Honolulu	103	100%	--	--	--	--	--	--	103	**52.0%**	--	--	--	--	--	--	--	--
Central Oahu	--	--	16	100%	--	--	--	--	16	8.1%	--	--	--	--	--	--	--	--
Leeward Oahu	--	--	--	--	34	100%	--	--	34	17.2%	--	--	--	--	--	--	--	--
Windward Oahu	--	--	--	--	--	--	45	100%	45	22.7%	--	--	--	--	--	--	--	--
Hawaii	--	--	--	--	--	--	--	--	--	--	28	**58.3%**	28	100%	--	--	--	--
Maui	--	--	--	--	--	--	--	--	--	--	14	29.2%	--	--	14	100%	--	--
Kauai	--	--	--	--	--	--	--	--	--	--	6	12.5%	--	--	--	--	6	100%
No Response*																		

* 27 of the Total 273 respondents (9.9%) did not provide zip code data

E. EDUCATIONAL BACKGROUND/STATUS

Educational Background

The Educational Backgound data in Table 4-e indicate a large proportion of the respondents from both Oahu and the Neighbor Islands had Completed High School (93% and 83%, respectively), and approximately a fifth (21% and 17%, respectively) had Completed a Four Year College program. Approximately 15% (i.e. 16% of the Oahu and 13% of the Neighbor Island respondents) indicated they had Completed a Community College program. Less than 10% either Completed a Trade School (9% Oahu vs. 8% Neighbor Island respondents) or Completed a Graduate Degree (8% Oahu vs. 4% Neighbor Island respondents). No significant Educational Background differences were noted between the Oahu and Neighbor Island respondents in this sample.

Current Educational Status

The Current Educational Status data in Table 4-e indicate that there were no significant differences in Current Employment (i.e. 33% of the Oahu vs. 44% of the Neighbor Island respondents indicated they were Currently Employed; with 16% of the Oahu respondents indicating they were employed Full-Time vs. 27% of the Neighbor Island respondents).

Table 4-e Education Background/Status by Geographic Location

	GEOGRAPHIC LOCATION																	
	OAHU										NEIGHBOR ISLANDS							
	(1) HONOLULU		(2) CENTRAL		(3) LEEWARD		(4) WINDWARD		(5) TOTAL		(6) TOTAL		(7) HAWAII		(8) MAUI		(9) KAUAI	
E. EDUCATION BACKGROUND/ STATUS	Total=103		Total=16		Total=34		Total=45		Total=198		Total=48		Total=28		Total=14		Total= 6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Educational Background																		
High School	96	93.2%	14	87.5%	31	91.2%	43	95.6%	184	92.9%	40	83.3%	22	78.1%	12	85.7%	6	100%
Trade School	7	6.8%	--	--	5	14.7%	5	11.1%	17	8.6%	4	8.3%	1	3.6%	1	7.1%	2	33.3%
Community Coll.	15	14.6%	1	6.3%	7	20.6%	8	17.8%	31	15.7%	6	12.5%	2	7.1%	3	21.4%	1	16.7%
Four Year Coll.	28	27.2%	4	25.0%	7	20.6%	2	4.4%	41	20.7%	8	16.7%	6	21.4%	2	14.3%	-	--
Graduate School	10	9.3%	1	6.3%	4	11.8%	-	--	15	7.6%	2	4.2%	2	7.1%	-	--	-	--
Other	12	11.7%	5	31.3%	2	5.9%	2	4.4%	22	11.1%	1	2.1%	-	--	1	7.6%	-	--
Current Educational Status																		
Employed	35	34.0%	6	37.5%	14	41.2%	11	24.4%	66	33.3%	21	43.8%	13	46.4%	6	42.9%	2	33.3%
Full-Time	18	17.5%	4	25.0%	7	20.6%	3	6.7%	32	16.2%	13	27.1%	8	28.6%	4	28.6%	1	16.7%
Part-Time	13	12.6%	2	12.5%	7	20.6%	6	13.3%	28	14.1%	6	12.5%	3	10.7%	2	14.3%	1	16.7%
No Response	4	3.9%	-	--	-	--	2	4.4%	6	3.0%	2	4.2%	2	7.1%	-	--	-	--

F. EDUCATIONAL INSTITUTION/MAJOR AREA OF STUDY

Educational Institution

The Educational Institution data in Table 4-f indicate a higher, but not significantly higher, proportion of Neighbor Island than Oahu respondents were enrolled in a Community College program (33% vs. 20%, respectively). On Oahu more respondents wre enrolled at Kapiolani Community College than Honolulu, Leeward or Windward Community College (9.6% vs. 5.6%, 3.5%, and 1.5% respectively); while on the Neighbor Islands, Hawaii Community College contributed more respondents than did Maui or Kauai Community College (17% vs. 13% and 4%, respectively). No Neighbor Island respondent was currently enrolled in a Four Year College, University, or "Other" formal education program.

Major Area of Study

The Major Area of Study data in Table 4-f indicate that while higher percentages of Neighbor Island than Oahu respondents reported General, Health, and Business majors (13%, 10% and 6% vs. 7%, 6% or 5%, respectively); and while higher percentages of Oahu than Neighbor Island respondents reported Other, Voc. Ed., and Education majors (10%, 5%, and 2% vs. 4%, 4%, and 0%, respectively), none of these differences were large enough to reach statistical significance, i.e. for all practical purposes, no systematic Oahu-Neighbor Island differences in Major Area of Study were noted.

Table 4-f Educational Institution/Major by Geographic Location

GEOGRAPHIC LOCATION

F. EDUCATIONAL INSTITUTION/MAJOR AREA OF STUDY	OAHU										NEIGHBOR ISLANDS							
	(1) HONOLULU		(2) CENTRAL		(3) LEEWARD		(4) WINDWARD		(5) TOTAL		(6) TOTAL		(7) HAWAII		(8) MAUI		(9) KAUAI	
	Total=103		Total=16		Total=34		Total=45		Total=198		Total=48		Total=28		Total=14		Total= 6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Educational Institution																		
Community College	20	19.4%	5	31.3%	8	23.5%	7	15.6%	40	20.2%	16	33.3%	8	28.6%	6	42.9%	2	33.3%
Honolulu CC	8	7.8%	-	--	-	--	3	6.7%	11	5.6%	--	--	-	--	-	--	-	--
Kapioloani CC	9	8.7%	4	25.0%	5	14.7%	1	2.2%	19	9.6%	--	--	-	--	-	--	-	--
Leeward CC	1	1.0%	1	6.3%	3	8.8%	2	4.4%	7	3.55	--	--	-	--	-	--	-	--
Windward CC	2	1.9%	-	--	-	--	1	2.2%	3	1.5%	--	--	-	--	-	--	-	--
Hawaii CC	-	--	-	--	-	--	-	--	-	--	8	16.7%	8	28.6%	-	--	-	--
Maui CC	-	--	-	--	-	--	-	--	-	--	6	12.5%	-	--	6	42.9%	-	--
Kauai CC	-	--	-	--	-	--	-	--	-	--	2	4.2%	-	--	-	--	2	33.3%
Four Year/Univ.	5	4.9%	-	--	1	2.9%	-	--	6	3.0%	-	--	-	--	-	--	-	--
Other	4	3.9%	1	6.3%	4	11.8%	2	4.4%	11	5.6%	-	--	-	--	-	--	-	--
No Response	6	5.8%	-	--	1	2.9%	2	4.4%	9	4.5%	5	10.4%	5	17.9%	-	--	-	--
Major Area of Study																		
General (Soc Sci/Lib A/etc)	6	5.8%	1	6.3%	4	11.8%	2	4.4%	13	6.6%	6	12.5%	5	17.9%	-	--	1	16.7%
Health (Health/Hum/etc)	10	9.7%	-	--	-	--	1	2.2%	11	5.6%	5	10.4%	3	10.7%	2	14.3%	-	--
Business (Bus/Fin/etc)	3	2.9%	-	--	5	14.7%	1	2.2%	9	4.5%	3	6.3%	2	7.1%	1	7.1%	-	--
Voc. Ed. (Hotel/Agri/etc)	6	5.8%	1	6.3%	-	--	3	6.7%	10	5.1%	2	4.2%	-	--	1	7.1%	1	16.7%
Education	2	1.9%	-	--	1	2.9%	-	--	3	1.5%	-	--	-	--	-	--	-	--
Other	8	7.8%	2	12.5%	5	14.7%	4	8.9%	20	10.1%	2	4.2%	2	7.1%	-	--	-	--
No Response	-	--	2	12.5%	-	--	-	--	2	1.0%	3	6.3%	1	3.6%	2	14.3%	-	--

G. EDUCATIONAL INTERESTS/IMPEDIMENTS

Interest in Educational Enrollment

The Interest in Educational Enrollment data in Table 4-g indicate a significantly higher proportion of Neighbor Island than Oahu respondents expressed interest in enrolling in a Community College program, more specifically in Traditionally Female Vocational Education programs (i.e. 60% Neighbor Island respondents vs. 39% Oahu respondents). Moreover, a similarly high proportion was noted for all three Neighbor Islands (i.e. 61% for Hawaii, 57% for Maui, and 67% for Kauai). The relatively high proportions of Oahu and Neighbor Island respondents expressing an interest in Business or Trade School (41% Oahu vs. 52% Neighbor Island respondents) Community College Liberal Arts programs (38% Oahu vs. 56% Neighbor Island respondents), Four Year Liberal Arts programs (35% Oahu vs. 52% Neighbor Island respondents), and Four Year Other Than Liberal Arts programs (48% Oahu vs. 56% Neighbor Island respondents) did not differ significantly. Neither did the relatively low percentages of Oahu and Neighbor Island respondents expressing interest in traditionally male vocational education programs (19% and 23%, respectively).

Impediments to Educational Enrollment

The Impediments to Educational Enrollment data in Table 4-g indicate that the two major impediments to educational enrollment for both the Oahu and Neighbor Island respondents were Lack of Funds (75% and 73%, respectively) and (Lack of) Child Care (54% and 60%, respectively). No significant differences in Impediments to Educational Enrollment were noted. Moderate percentages of both groups indicated that Lack of Knowledge, Personal Pressure, (threat of) Loss of Benefits, etc. were impediments to enrolling in an educatinal program. Least noted impediments (for both groups) were Lack of Interest, Health, and Physical Disability.

Table 4-g Educational Interests/Impediments by Geographic Location

GEOGRAPHIC LOCATION

G. EDUCATION INTERESTS IMPEDIMENTS	OAHU										NEIGHBOR ISLANDS							
	(1) HONOLULU		(2) CENTRAL		(3) LEEWARD		(4) WINDWARD		(5) TOTAL		(6) TOTAL		(7) HAWAII		(8) MAUI		(9) KAUAI	
	Total=103		Total=16		Total=34		Total=45		Total=198		Total=48		Total=28		Total=14		Total= 6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Interest in Educational Enrollment*																		
Business or Trade School	41	39.8%	6	37.5%	15	44.4%	20	44.4%	82	41.4%	25	52.1%	15	53.6%	7	50.0%	3	50.0%
Comm. Coll. (Lib. Arts)	24	23.3%	7	43.8%	20	58.8%	24	53.3%	75	37.9%	27	56.3%	18	64.3%	5	35.7%	4	66.7%
Comm. Coll. (Voc. Ed. Female)	37	35.9%	8	50.0%	21	46.7%	21	46.7%	77	38.9%	29	60.4%[5]	17	60.7%	8	57.1%	4	66.7%
Comm. Coll. (Voc. Ed. Male)	12	11.7%	7	43.8%	12	35.3%	7	15.6%	38	19.2%	11	22.9%	10	35.7%	1	7.1%	-	--
Four Year Coll. (Lib. Arts)	25	24.3%	6	37.5%	17	50.0%	21	46.7%	69	34.8%	25	52.1%	18	64.3%	5	35.7%	2	33.3%
Four Year Coll. (Other Major)	49	47.6%	11	68.8%	14	41.2%	21	46.7%	95	48.1%	27	56.3%	18	64.3%	6	42.9%	3	50.0%
Impediments to Educational Enrollment**																		
Lacking Funds	79	76.7%	14	87.5%	21	61.8%	35	77.8%	149	75.3%	35	72.9%	22	78.6%	9	64.3%	4	66.7%
Child Care	61	59.2%	8	50.0%	13	38.2%	24	53.3%	106	53.5%	29	60.45	17	60.7%	9	64.3%	3	50.0%
Lack of Knowledge	31	30.1%	4	25.0%	16	47.1%	19	42.2%	70	35.4%	19	39.6%	11	39.3%	5	35.7%	3	50.0%
Personal Pressure	42	40.8%	5	31.3%	11	32.4%	18	40.0%	76	38.4%	14	29.2%	8	28.6%	4	28.6%	2	33.3%
Lose Benefits	34	33.0%	4	25.0%	16	47.1%	11	24.4%	65	32.8%	14	29.2%	7	25.0%	5	35.7%	2	33.3%
Personal Skills	34	33.0%	4	25.0%	15	44.1%	17	37.8%	70	35.4%	12	25.0%	5	35.7%	5	35.7%	2	33.3%
Transportation	20	19.4%	2	12.5%	8	23.5%	6	13.3%	36	18.2%	15	31.3%	10	35.7%	2	14.3%	3	50.0%
Lack Interest	9	8.7%	2	12.5%	4	11.8%	6	13.3%	21	10.6%	3	6.3%	1	3.6%	1	7.1%	1	16.7%
Phys. Disability	6	5.8%	-	—	1	2.9%	-	—	7	3.5%	-	--	-	--	-	--	-	--
Health	10	9.7%	-	--	4	11.8%	1	2.2%	15	7.6%	1	2.1%	-	--	1	7.1%	-	--

* "Somewhat" or "Very Interested"
** "Problem" or "Important Problem"

H. EMPLOYMENT INTERESTS/CURRENT JOB

Employment Interest

The Employment Interest data in Table 4-h indicate 40%-50% of both the Oahu and Neighbor Island respondents expressing an interest in Human Service, Self Employment, Public Service, and Business occupations, with the Human Service jobs endorsed by 58% of both groups. About 30% of each group expressd an interest in Hotel Industry jobs (i.e. 29% and 27%, respectively); with Secretarial, Trade/Technology, and Agriculture jobs endorsed somewhat less. No significant differences in expressed job interest were noted for Oahu and Neighbor Island respondents.

Current Job

The current Job data in Table 4-h indicate more Laborer/Clerk/Sales jobs than any other category for both Oahu and Neighbor Island respondents (24% vs. 13%, respectively). Moreover, there wre no significant differences in types of Current job indicated by Oahu and Neighbor Island respondents.

Table 4-h Employment Interests/Current Job by Geographic Location

GEOGRAPHIC LOCATION

H. EMPLOYMENT INTERESTS/ CURRENT JOB	OAHU										NEIGHBOR ISLANDS							
	(1) HONOLULU		(2) CENTRAL		(3) LEEWARD		(4) WINDWARD		(5) TOTAL		(6) TOTAL		(7) HAWAII		(8) MAUI		(9) KAUAI	
	Total=103		Total=16		Total=34		Total=45		Total=198		Total=48		Total=28		Total=14		Total= 6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Job Area of Interest																		
Human Services	58	56.3%	10	62.5%	22	64.7%	26	57.8%	116	58.6%	28	58.3%	16	57.1%	10	71.4%	2	33.3%
Self Employment	47	45.6%	8	50.0%	17	50.0%	21	46.7%	93	47.0%	15	31.3%	10	35.7%	3	21.4%	2	33.3%
Public Service	35	34.0%	10	62.5%	18	52.9%	21	46.7%	84	42.4%	26	54.2%	19	67.9%	5	35.7%	2	33.3%
Business	35	34.0%	10	62.5%	17	50.0%	18	40.0%	80	40.4%	24	50.0%	15	53.6%	6	42.9%	3	50.0%
Hotel Industry	29	28.2%	8	50.0%	11	32.4%	10	22.2%	58	29.3%	13	27.1%	5	17.9%	6	42.9%	2	33.3%
Secretarial	15	14.6%	3	18.8%	3	8.8%	7	15.6%	28	14.1%	12	25.0%	6	21.4%	5	35.7%	1	16.7%
Tech/Trade	9	8.7%	5	31.3%	8	23.5%	5	11.1%	27	13.6%	8	16.7%	6	21.4%	1	7.1%	1	16.7%
Agriculture	6	5.8%	1	6.3%	7	20.6%	4	8.9%	18	9.1%	5	10.4%	3	10.7%	1	7.1%	1	16.7%
Other Areas	25	24.3%	3	18.8%	5	14.7%	8	17.8%	41	20.7%	13	27.1%	6	21.4%	5	35.7%	2	33.3%
Current Job																		
Laborer/ Clerk/Sales	32	31.1%	4	25.0%	4	11.8%	8	17.8%	48	24.2%	6	12.5%	1	3.6%	5	35.7%	-	--
Mgmt./Buss./ Professional	10	9.7%	3	18.8%	5	14.7%	2	4.4%	20	10.1%	4	8.3%	4	14.3%	-	--	-	--
Human Service/ Medical	8	7.8%	1	6.3%	4	11.8%	7	15.6%	20	10.1%	2	4.2%	2	7.1%	-	--	-	--
Self-Employed	-	--	-	--	-	--	2	4.4%	2	1.0%	-	--	-	--	-	--	-	--
Other	4	3.9%	1	6.3%	-	--	2	4.4%	7	3.5%	1	2.1%	-	--	1	7.1%	-	--
No Response	9	8.7%	2	12.5%	2	5.9%	2	4.4%	15	7.6%	4	8.3%	2	7.1%	2	14.3%	-	--

I. TRAINING NEEDS BY GEOGRAPHIC AREA

Career Traning Needs

The Career Traning Needs data in Table 4-i show that the highest percentages of both Oahu and Neighbor Island respondents indicated a need for training in Presenting (their job) Skills (50% and 58%, respectively). The second highest percentages Oahu (and third highest of Neighbor Island) respondents indicated a need for training in how to Support One's Self through College (48% and 54%, respectively). Fifty-six percent of the Neighbor Island respondents registered a need for training in (how to) Obtain Training. There were, however, no significant differences between Oahu and Neighbor Island respondents on any of the Career Traning Needs presented.

Other Training Needs

The Other Training Needs data in Table 4-i show that high percentages of both Oahu and Neighbor Island respondents (56% and 65%) indicated needs for Personal Growth training and for Training in How to Survive on a Budget. Lesser percentages of both groups (33% to 46%) expressed a need for training in (How to Obtain) Housing, in Understanding (DSSH, etc.) Regulations, and in Handling Adolescents. Approximately 20% (i.e. 18% Oahu and 27% Neighbor Island respondents) indicated a need for training in Transportation Strategies; and less than 5% in each group expressed a need for training in how to Care for Infants. None of these Oahu-Neighbor Island differences were statistically significant.

Table 4-i Training Needs by Geographic Location

	GEOGRAPHIC LOCATION																	
	OAHU										NEIGHBOR ISLANDS							
	(1) HONOLULU		(2) CENTRAL		(3) LEEWARD		(4) WINDWARD		(5) TOTAL		(6) TOTAL		(7) HAWAII		(8) MAUI		(9) KAUAI	
I. TRAINING NEEDS	Total=103		Total=16		Total=34		Total=45		Total=198		Total=48		Total=28		Total=14		Total= 6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Career Training Needs																		
Presenting Skills	59	57.3%	8	50.0%	16	47.1%	27	60.0%	110	55.6%	28	58.3%	17	60.7%	9	64.3%	2	33.3%
Support Self thru College	44	42.7%	6	37.5%	19	55.9%	26	57.8%	95	48.0%	26	54.2%	15	53.6%	7	50.0%	4	66.7%
Finding Job Skills	44	42.7%	6	37.5%	16	47.1%	21	46.7%	87	43.9%	21	43.8%	12	42.9%	8	57.1%	1	16.7%
Obtaining Training (how to)	36	35.0%	5	31.3%	16	47.1%	21	46.7%	78	39.4%	27	56.3%	13	46.4%	10	46.4%	4	66.7%
Training for Specific Job	32	31.1%	6	37.5%	12	35.3%	15	33.3%	65	32/8%	19	39.6%	8	28.6%	6	42.9%	5	83.3%
Choosing a Major	21	20.4%	4	25.0%	11	32.4%	21	46.7%	57	28.8%	16	33.3%	8	28.6%	7	50.0%	1	16.7%
Enrolling in College	14	13.6%	-	--	6	17.6%	12	26.7%	32	16.2%	7	14.6%	3	10.7%	3	21.4%	1	16.7%
Other Career Training	10	9.7%	2	12.5%	1	2.9%	2	4.4%	15	7.6%	3	6.3%	1	3.6%	2	14.3%	-	--
Other Training Needs*																		
Personal Growth	59	57.3%	9	56.3%	19	55.9%	31	91.2%	118	59.6%	31	64.6%	16	57.1%	11	78.6%	4	66.7%
Surviving on a Budget	59	57.3%	11	68.8%	19	55.9%	26	57.8%	115	58.1%	27	56.3%	14	50.0%	8	57.1%	5	83.3%
Housing	51	49.5%	5	31.3%	12	35.3%	22	48.9%	90	45.5%	19	39.6%	11	39.3%	5	35.7%	3	50.0%
Understanding Regulations	42	40.8%	8	50.0%	17	50.0%	22	48.9%	89	44.9%	23	47.9%	13	46.4%	7	50.0%	3	50.0%
Handling Adolescents	32	31.1%	7	43.8%	15	44.1%	12	26.7%	66	33.3%	19	39.6%	10	35.7%	7	52.0%	2	33.3%
Transportation Strategies	19	18.4%	2	12.5%	9	26.5%	6	17.6%	36	18.2%	13	27.1%	7	25.0%	3	21.4%	3	50.0%
Caring for Infants	5	4.9%	-	--	-	--	-	--	5	2.5%	2	4.2%	2	7.1%	-	--	-	--
Other Training	7	6.8%	2	12.5%	-	--	4	11.8%	13	6.6%	4	8.3%	1	3.6%	3	21.4%	-	--

* "Need" or "Need Most"

J. IMMEDIATE NEEDS

Basic Needs

The Basic Needs data in Table 4-j show that while the highest percentage of Oahu and Neighbor Island respondents indicated that Living Expenses was a Basic Need (56% and 60%, respectively), and nearly 50% of both groups (44% and 46%, respectively) indicated that Housing was a basic need, significantly more respondents from the Neighbor Island indicated that Food and Clothing were Basic Needs as well.

Support Needs

The Support Needs data in Table 4-j show that the highest percentage of both the Oahu and Neighbor Island respondents indicated a need for Child Care Services (44% and 50%, respectively); and nearly a third of both groups (27% and 35%) endorsed the remaining Support Needs, i.e. the needs for Legal Information, Transportation, and Medical Assistance. The single exception was that more, but not significantly higher, Oahu than Neighbor Island respondents expressed a need for Community Information. In fact, no significant differences were observed in the percentages of Oahu and Neighbor Island respondents endorsing any of the Support Needs presented.

Career Needs

The Career Needs data in Table 4-j show that the highest percentage of both the Oahu and Neighbor Island respondents indicated a need for Personal Development (52% and 40%, respectively). The second most endorsed Career Need by both groups was Career Counseling (41% and 42%, respectively). Approximately a third of both groups also endorsed Job Placement and Job Training, while 10% and 23% respectively, endorsed the need for a High School Diploma. No Career Needs, however, were endorsed by significantly different percentages of Oahu and Neighbor Island respondents.

Table 4-j Immediate Needs by Geographic Location

GEOGRAPHIC LOCATION

J. IMMEDIATE NEEDS	OAHU										NEIGHBOR ISLANDS							
	(1) HONOLULU		(2) CENTRAL		(3) LEEWARD		(4) WINDWARD		(5) TOTAL		(6) TOTAL		(7) HAWAII		(8) MAUI		(9) KAUAI	
	Total=103		Total=16		Total=34		Total=45		Total=198		Total=48		Total=28		Total=14		Total= 6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Basic Needs																		
Living Expenses	60	58.3%	9	56.3%	17	50.0%	24	53.3%	110	55.6%	29	60.4%	15	53.6%	11	78.6%	3	50.0%
Housing	48	46.6%	7	43.8%	16	47.1%	17	37.8%	88	44.4%	22	45.8%	12	42.9%	7	50.0%	3	50.0%
Food	37	35.9%	5	31.3%	10	29.4%	9	20.0%	61	30.8%	26	54.2%5	14	50.0%	10	71.4%	2	33.3%
Clothing	31	30.1%	4	25.0%	11	32.4%	12	26.7%	58	29.3%	27	56.3%5	17	60.7%	8	57.1%	2	33.3%
Support Needs																		
Child Care	54	52.4%	5	31.3%	14	41.2%	15	33.3%	88	44.4%	24	50.0%	15	53.6%	9	64.3%	3	50.0%
Legal Information	37	35.9%	7	43.8%	10	29.4%	12	26.7%	66	33.3%	16	33.3%	8	28.6%	8	42.9%	2	33.3%
Transportation	32	31.1%	5	31.3%	9	26.5%	9	20.0%	55	27.8%	17	35.4%	10	35.7%	5	35.7%	2	33.3%
Med. Assistance	28	27.2%	3	18.8%	10	29.4%	12	26.7%	53	26.8%	17	35.4%	9	32.1%	6	42.9%	2	33.3%
Community Inform.	31	30.1%	5	31.3%	12	35.3%	10	22.2%	58	29.3%	8	16.7%	4	14.3%	4	28.6%	-	--
Career Needs																		
Personal Devel.	51	49.6%	7	43.8%	21	61.8%	24	53.3%	103	52.0%	23	47.9%	13	46.4%	8	57.1%	2	33.3%
Career Counseling	34	33.0%	6	37.5%	17	50.0%	25	55.6%	82	41.4%	20	41.7%	12	42.9%	7	50.0%	1	16.7%
Job Placement	36	35.0%	6	37.5%	13	38.2%	16	35.6%	71	35.9%	16	33.3%	9	32.1%	6	42.9%	1	16.7%
Job Training	21	20.4%	5	31.3%	12	35.3%	17	37.8%	55	27.8%	17	35.4%	11	39.3%	5	35.7%	1	16.7%
High School Diploma	11	10.7%	1	6.3%	4	11.8%	3	6.3%	19	9.6%	11	22.9%	7	25.0%	3	21.4%	1	16.7%

Figure 6.2

Summary of Major GEOGRAPHIC LOCATION Findings

CHARACTERISTICS	NEEDS/INTERESTS
Significantly more OAHU respondents:	Significantly more OAHU respondents:
N/A	N/A
Significantly more NEIGHBOR ISLAND respondents:	Significantly more NEIGHBOR ISLAND respondents:
- received AFDC benefits (52% vs 29%)	- indicated an interest in enrolling in a traditionally female voc. ed. program at a Community College (60% vs 39%) - indicated a need for - Food (54% vs 31%) - Clothing (50% vs 29%)

AGE OF RESPONDENT

SINGLE PARENT/HOMEMAKER NEEDS SURVEY FINDINGS
BY AGE OF RESPONDENT

Subgroup Characteristics

A. PERSONAL CHARACTERISTICS

Sex

The Gender data in Table 5-a indicate high proportions of Female respondents in each age group given, i.e. 98% Between 18 and 29 Years of Age, 95% Between 30 and 39; and 85% 40 and over. The highest percentage of Male respondents (15%) was 40 and over.

Gender

The Age data in Table 5-a indicate there were 55 respondents Between 18 and 29 years of age; 86 respondents Between 30 and 39; and 59 respondents 40+ years of age.

Ethnicity

The Ethnicity data in Table 5-a indicate that for all age groups given, the highest proportion of respondents were Caucasian (i.e. 33% of the 18-29 year olds, 50% of the 30-39 year olds; and 39% of those 40+ years of age); followed, for the most part, by Hawaiian/Part Hawaiians (26% 18-29; 14% 30-39; and 19% 40+); Japanese (6% 18-29, 12% 30-39; and 20% 40+); and Filipinos (11% 18-29; 5% 30-39; and 5% 40+). The "Other" category, which includes respondents from a number of "Asian" (Korean, Vietnamese, etc.) and "Pacific Island" (American Samoa, Palau, etc.) groups constituted 26% of the 18-29 year olds, 19% of the 30-39 year olds, and 12% of the 40+ year olds.

There were no significant Ethnicity differences among the age groups listed.

Table 5-a Personal Characteristics by Age of Respondent

	AGE OF RESPONDENT					
	(1)		(2)		(3)	
	18-29		30-39		40+ yrs.	
A. PERSONAL CHARACTERISTICS	Total=55		Total=84		Total=59	
	N	%	N	%	N	%
Sex						
Female	54	98.2%	80	95.2%	50	84.7%
Male	--	--	4	4.8%	9	15.3%
No Response	1	1.8%	-	--	-	--
Age						
18-29 yrs.	55	100%	-	--	-	--
30-39 yrs.	--	--	84	100%	-	--
40+ yrs.	--	--	--	--	59	100%
Ethnicity						
Caucasian	18	32.7%	42	50.0%	23	39.0%
Hawaiian/Pt.	14	25.5%	12	14.3%	11	18.6%
Japanese	3	5.5%	10	11.9%	12	20.3%
Filipino	6	10.9%	4	4.8%	3	5.1%
Other	14	25.5%	16	19.0%	7	11.9%
No Response	--	--	--	--	3	5.1%

B. FAMILY CHARACTERISTICS

Single Parent/Homemaker Status

The Single Parent/Homemaker Status data in Table 5-b indicate a high percentage of all those age groups were Single Parents; i.e. 89% of the 18-29 year olds; 87% of the 30-39 year olds; and 78% of those 40+ years of age. Homemakers constituted 37% of the 18-29 year olds; 24% of the 30-39 year olds; and 25% of the 40+ year olds. The age groups indicated did not differ significantly in the proportion of Single Parents or Homemaker membership.

Homemaker Characteristics

The Homemaker Characteristics data in Table 5-b indicate that among the 18-29 year olds, 67% felt they needed to Develop a Skill, 56% Worked at Home (i.e. Housework) ; and 39% indicated they Lost Financial Security. Among the 30-39 year olds, the figures were 45% (Devlop Skills), 39% (Work at Home); and 45% (Lost Security). The figures for 40+ years of age were similar, i.e. 39% (Devlop Skills), 37% (Work at Home); and 53% (Lost Security). The only significant differences among the three age groups, in fact, was that a significantly higher percentage of younger (18-29 year olds) than older (40+ years of age) indicated a felt need to Develop Skills (67% vs. 39%, respectively).

Marital Status

The Marital Status data in Table 5-b indicate that significantly more of the 18-29 year olds than either the 30-39 year olds or the 40+ years of age respondents were Single (55% vs. 26% and 7%, respectively). They show also that significantly more of the 30-39 year olds and 40+ year olds than 18-29 year olds respondents were "Uncoupled" (68% and 86% vs. 44%, respectively). Only a small percentage of each age group reported they were Married (i.e. 2% of the 18-29 year olds; 6% of the 30-39 year olds; and 5% of the 40+ year olds). By definition, these were Homemakers.

Children

The Age of Respondents' Children data in Table 5-b indicate that a significantly higher proportion of 18-29 year olds than either 30-39 year olds or 40+ year old respondents had Preschool Age Children (64% vs. 32% and 14%, respectively); and that significantly more 40+ year old than 30-39 year old respondents had offspring Over 18 years of age (i.e. 49% vs. 5% and 0%, respectively).

Table 5-b Personal Characteristics by Age of Respondent

	AGE OF RESPONDENT					
	(1)		(2)		(3)	
	18-29		30-39		40+ yrs.	
B. FAMILY CHARACTERISTICS	Total=55		Total=84		Total=59	
	N	%	N	%	N	%
Single Parent/Homemaker Status						
Single Parent	49	89.1%	73	86.9%	46	78.0%
Homemaker	20	37.0%	20	23.8%	15	25.4%
Displaced Homemaker	3	5.6%	2	2.4%	2	3.4%
Homemaker Characteristics						
Worked at Home	30	55.6%	33	39.3%	22	37.3%
Need to Develop Skills	36	66.7%[3]	38	45.2%	23	39.0%
Lost Financial Security	21	38.9%	38	45.2%	31	52.5%
Marital Status						
Single	30	54.5%[2,3]	22	26.2%	4	6.8%
Married	1	1.9%	5	6.0%	3	5.1%
Uncoupled	24	43.6%	57	67.9%[1]	51	86.4%[1]
-Divorced	13	24.1%	45	53.6%[1]	34	57.6%[1]
-Separated	10	18.5%	11	13.1%	6	10.2%
-Widowed	1	1.9%	1	1.2%	11	18.6%
Children						
Preschool	35	63.6%[2,3]	27	32.1%	8	13.6%
School Age	15	27.3%	59	70.2%[1]	37	62.7%[1]
Over 18 yrs.	--	--	4	4.8%	29	49.2%[1,2]

C. ECONOMIC CHARACTERISTICS

Employment

The Employment data in Table 5-c indicate that higher, but not significantly higher, proportions of 30-39 year old and 40+ year old than 18-29 year old respondents reported they were currently employed (56% and 59% vs. 36%, respondents). The Full-Time Employment figures show essentially the same patterns (i.e. higher, but not significantly higher, proportions of 30-39 year old and 40+ year old than 18-29 year old respondents reported they were Full-Time (i.e. 33% and 37% vs. 18%, respectively). Virtually the same percentage (16%) were employed Part-Time across all three age groups.

In summary, no significant differences in Employment were noted among the respondents from the different age groups studied.

Income

The Monthly Income data in Table 5-c indicate that the highest proportion of 18-29 year old respondents (46%) reported monthly incomes of less than $500; the highest proportion of 30-39 year olds (36%) reported monthly incomes of $500-$1,000; and the highest proportion of 40+ year old (29%) reported monthly incomes of $1,500+. Moreover, significantly more of the 18-29 year old than 40+ year old respondents reported incomes of Less than $500/month (46% vs. 12%, respectively) and significantly more 40+ year old than 18-29 year old respondents reported incomes of $1,500 per month (29% vs. 2%, respectively).

Benefits

The Benefits data in Table 5-c indicate that AFDC benefits were received by 48% of the 18-29 year old, 44% of 30-39 year old, and 14% of the 40+ year old respondents. Child Support Benefits were received by 17% of the 18-29 year olds; 32% of the 30-39 year olds, and 24% of the 40+ year olds. Except for the aggregate "Other" Benefit Category, no other benefit category, i.e. Social Security, Temporary Alimony, Veteran's Benefits, etc., was indicated by as much as 15% of any age group. Moreover, there was no significant Age Group difference in type of benefit received, i.e. significantly more 18-29 year olds than 40+ year olds indicated they received AFDC benefits (i.e. 48% vs. 14%, respectively).

Table 5-c Personal Characteristics by Age of Respondent

	AGE OF RESPONDENT					
	(1)		(2)		(3)	
	18-29		30-39		40+ yrs.	
C. ECONOMIC CHARACTERISTICS	Total=55		Total=84		Total=59	
	N	%	N	%	N	%
Employment						
Employed	20	36.4%	47	56.0%	35	59.3%
Full-time	10	18.2%	28	33.3%	22	37.3%
Part-time	9	16.4%	14	16.7%	10	16.9%
No Response	1	1.8%	5	6.0%	3	5.1%
Income						
$500/mo	25	46.3%[3]	20	23.8%	7	11.9%
$500-$1000/mo	17	31.5%	30	35.7%	16	27.1%
$1000-$1,500/mo	2	3.6%	14	16.7%	13	22.0%
$1,500/mo	1	1.9%	13	15.5%	17	28.8%[1]
No Response	10	18.2%	7	8.3%	6	10.2%
Benefits						
AFDC	26	48.2%[3]	37	44.1%	8	12.6%
Child Support	9	16.4%	27	32.1%	14	23.7%
Social Security	5	9.3%	3	3.6%	8	13.6%
Temporary Alimony	3	5.6%	2	2.4%	7	11.9%
Veteran's Benefits	2	3.7%	1	1.2%	2	3.4%
Pension	-	--	-	--	5	8.5%
Other Benefits	15	27.8%	15	17.9%	8	13.6%
No Benefits	13	23.6%	24	28.6%	22	37.3%

D. GEOGRAPHIC LOCATION

Location

The Geographic Location data in Table 5-d indicate that a high proportion of the respondents in each age group came from Oahu (i.e. 66% of the 18-29 year old, 73% of the 30-39 year old, and 81% of the 40+ year old respondents). The Neighbor Islands contributed 29% of the 18-29 year old, 18% of the 30-39 year old, and 10% of the 40+ year old respondents.

The only location by Age of Respondent differences to reach statistical significance were that significantly more 30-39 year old and 40+ year old than 18-29 year old respondents were located in Honolulu (i.e. 37% and 37% vs. 4%, respectively).

Table 5-d Personal Characteristics by Age of Respondent

	AGE OF RESPONDENT					
	(1)		(2)		(3)	
	18-29		30-39		40+ yrs.	
D. GEOGRAPHIC LOCATION	Total=55		Total=84		Total=59	
	N	%	N	%	N	%
Location						
Honolulu	19	3.8%	31	36.9%[1]	22	37.3%[1]
Windward Oahu	10	18.5%	10	11.9%	13	22.0%
Leeward Oahu	6	11.1%	14	16.7%	6	10.2%
Central Oahu	1	1.9%	6	7.1%	7	11.9%
OAHU	36	65.5%	61	72.6%	48	81.4%
Hawaii	6	11.1%	10	11.9%	2	3.4%
Maui	6	11.1%	4	4.8%	3	5.1%
Kauai	4	7.4%	1	1.2%	1	1.7%
NEIGHBOR ISLANDS	16	29.1%	15	17.9%	6	10.2%
No Response	3	5.6%	8	9.5%	5	8.5%

E. EDUCATIONAL BACKGROUND/STATUS

The Educational Background data in Table 5-e indicate that a high percentage of all three age groups completed High School (i.e. 87% of the 18-29 year old, 93% of the 30-39 year old, and 85% of the 40+ year old respondents). Among the 18-29 year old respondents, the second highest percentage (16%) completed Community College; whereas among both the 30-39 year olds and the 40+ year olds, the second highest percentage completed a Four Year College degree (24% and 32%, respectively). Less than ten percent of any of the three groups listed either completed a Trade School, a Graduate School, or some Other formal educational program. The single exception being that 15% of the respondents 40+ years of age reported completing a Graduate School program.

Among these three age groups, there was only one difference in Educatinal Background large enough to reach statistical significance, i.e. significantly more 40+ year old than 18-29 year old respondents reported completing a Four Year College program.

Current Educational Status

The Current Educational Status data in Table 5-e indicate that more, but not significantly more, 18-29 year old than either 30-39 year old or 40+ year old respondents reported they were Currently Enrolled in a formal educational program (i.e. 46% vs. 30% and 34%, respectively). Similarly, a higher, but not significantly higher, percentage of 18-29 year olds reported being employed Full-Time. And only the 40+ year old respondents indicated a higher percentage of Part-Time than Full-Time employment (i.e. 19% vs. 12%, respectively).

Overall, however, there were no significant differences in Current Employment Status among the respondents in the three age groups considered.

Table 5-e Personal Characteristics by Age of Respondent

	AGE OF RESPONDENT					
	(1)		(2)		(3)	
	18-29		30-39		40+ yrs.	
E. EDUCATION BACKGROUND/STATUS	Total=55		Total=84		Total=59	
	N	%	N	%	N	%
Educational Background						
High School	48	87.3%	78	92.9%	50	84.7%
Trade School	3	5.5%	8	9.5%	2	3.4%
Community College	9	16.4%	13	15.5%	10	16.9%
Four Year College	2	3.6%	20	23.8%	19	32.2%[1]
Graduate School	-	--	3	3.6%	9	15.3%
Other	5	9.1%	7	8.3%	5	8.5%
Current Educational Status						
Enrolled	25	45.5%	25	29.8%	20	33.9%
Full-Time	14	25.5%	15	17.9%	7	11.9%
Part-Time	8	14.5%	9	10.7%	11	18.6%
No Response	3	5.5%	1	1.2%	2	3.4%

F. EDUCATIONAL INSTITUTION/MAJOR AREA OF STUDY

Educational Institution

The Educational Institution data in Table 5-f indicate that 29% of the 18-29 year old, 17% of the 30-39 year old, and 27% of the 40+ year old respondents were currently enrolled in a Community College. None of these differences, nor in fact any of the Educational Institution differences among the three age groups, were large enough to reach statistical significance.

Major Area of Study

The Major Area of Study data in Table 5-f show that the largest percentage of 18-29 year olds (15%) were Voc. Ed. majors; the largest percentage of 30-39 year olds were "General" or "Business" majors (8% each); and the largest percentage of 40+ year old respondents majored in "Other" fields such as

As above, however, none of the Major Area of Study differences among respondents in the various age groups were statistically significant.

Table 5-f Personal Characteristics by Age of Respondent

AGE OF RESPONDENT

F. EDUCATIONAL INSTITUTION/ MAJOR AREA OF STUDY	(1) 18-29 Total=55		(2) 30-39 Total=84		(3) 40+ yrs. Total=59	
	N	%	N	%	N	%
Educational Institution						
Community College	16	29.1%	14	16.7%	16	27.1%
Honolulu CC	4	7.3%	2	2.4%	3	5.1%
Kapioloani CC	5	9.1%	5	6.0%	7	11.9%
Leeward CC	1	1.8%	2	2.4%	3	5.1%
Windward CC	2	3.6%	-	--	-	--
Hawaii CC	1	1.8%	3	3.6%	-	--
Maui CC	2	3.6%	2	2.4%	2	3.4%
Kauai CC	1	1.8%	-	--	1	1.7%
Four Year/University	1	1.8%	1	1.2%	2	3.4%
Other	4	7.3%	4	4.8%	1	1.7%
No Response	4	7.3%	6	7.1%	2	3.4%
Major Area of Study						
General (Soc Sci/Hum/Lib Arts)	6	10.9%	7	8.3%	2	3.4%
Health (Health/Hum Dev/Nurs/etc.)	2	3.6%	6	7.1%	3	5.1%
Business (Bus/Acct/Fin/etc.)	4	7.3%	7	8.3%	-	--
Voc. Ed. (Hotel/Agri/etc.)	8	14.5%	-	--	3	5.1%
Education	1	1.8%	2	2.4%	-	--
Other	2	3.6%	2	2.4%	9	15.3%
No Response	2	3.6%	1	1.2%	3	5.1%

G. EDUCATION INTEREST/IMPEDIMENTS

Interest in Educational Enrollment

The Interest in Educational Enrollment data in Table 5-g show that the highest 18-29 year old respondents (69%) indicate an interest in enrolling at a Community College in a traditionally female vocational education major; while the highest percentage of 30-39 year old respondents (51%) indicated an interest in enrolling at a Four Year College in a major other than Liberal Arts; and the highest percentage of 40+ year old respondents (36%) indicate an interest in Business or Trade School. The lowest percentage in all these groups, by the way, expressed an interest in enrolling at a Community College in a traditionallly male vocational education major (20%, 24%, and 17%, respectively), understandably, given the high percentage of females in the sampe (see Table 1a).

The Interest data in Table 5-g show also, or perhaps, mainly, that the younger respondents (i.e. between 18-29 years of age) showed significantly more interest than the 30-39 or 40+ year old respondents in enrolling in a Business or Trade Schoool (62% vs. 38% and 36%, respectively) and enrolling in a Community College in a traditionally female vocational education program (69% vs. 39% and 72%, respectively). The younger (18-29 year old) respondents also showed significantly more interest than 40+ year olds (but not 30-39 year olds) in enrolling at a Four Year College in a major Other than Liberal Arts (i.e. 62% of the 18-29 year old vs. 31% of the 40+ year old respondents).

Impediments to Educational Enrollment

The Impediments to Educational Enrollment data in Table 5-g indicate that a high percentage of all three age groups found Lack of Funds to be an impediment to enrolling in an educational institution (i.e. 86% of the 18-29 year old, 75% of the 30-39 year old, and 63% of the 40+ year old respondents). A high percentage of the 18-29 year old and 30-39 year old respondents also found Child Care to be an impediment (i.e. 80% and 61% of the respondents respectively). Lack of Knowledge and Personal Pressure were impediments mentioned by 29% to 44% of the various age groups. Lack fo Benefits, (Lack of Personal Skills, and Transportation, were impediments mentioned more, but not significantly more, by the younger (18-29 year old) respondents. Respondents from all three age groups mentioned Lack of Interest, Physical Disability, and Health impediments quite infrequently (3% to 13% overall).

The impediment data in Table 5-a show also that significantly more of the younger (18-29 year olds) than older (40+ years) respondents found lack of Funds to be an impediment to enrolling in an educational institution. And significantly more of lthe younger (18-29 year old) and middle aged (30-39 year old) than "older" (40+ years) respondents found Child Care to be an impediment to educational enrollment. For no other impediment(s) were there significant differences among the age groups given.

Table 5-g Personal Characteristics by Age of Respondent

	AGE OF RESPONDENT					
	(1)		(2)		(3)	
	18-29		30-39		40+ yrs.	
G. EDUCATION INTEREST/IMPEDIMENTS	Total=55		Total=84		Total=59	
	N	%	N	%	N	%
Interest* in Educational Enrollment						
Business or Trade School	34	61.8%[2,3]	32	38.1%	21	35.6%
Comm. Coll. (Lib. Arts)	29	52.7%[2,3]	37	44.0%	16	27.1%
Comm. Coll. (Voc. Ed. Female)	38	69.1%	33	39.3%	13	22.0%
Comm. Coll. (Voc. Ed. Male)	11	20.0%	20	23.8%	10	16.9%
Four Year Coll. (Lib. Arts)	19	34.5%	39	46.4%	13	22.0%
Four Year Coll. (Other Major)	34	61.8%[3]	43	51.2%	18	30.5%
Impediments** to Educational Enrollment						
Lacking Funds	47	85.5%[3]	63	75.0%	37	62.7%
Child Care	44	80.0%[2,3]	51	60.7%[3]	13	22.0%
Lack of Knowledge	24	43.6%	33	39.3%	20	33.9%
Personal Pressure	21	38.2%	32	38.1%	17	28.8%
Lose Benefits	23	41.8%	29	34.5%	9	15.3%
Personal Skills	19	34.5%	24	28.6%	19	32.2%
Transportation	19	34.5%	19	22.6%	5	8.5%
Lack Interest	7	12.7%	4	4.8%	5	8.5%
Physical Disability	2	3.6%	3	3.6%	2	3.4%
Health	4	7.3%	4	4.8%	7	11.9%

* "Somewhat" or "Very Interested"
** "Problem" or "Important Problem"

H. EMPLOYMENT INTERESTS/ACHIEVEMENTS

Job Area of Interest

The Job Area of Interest data in Table 5-h show that the highest proportion of all three Age groups indicated an interest in Human Service jobs (i.e. 53% of the 18-29 year old, 64% of the 30-39 year old, and 46% of the 40+ year old respondents). High percentages of all three age groups (i.e. 34% to 46% overall) expressed interest in Self Employment and in Public Service and Business related jobs. More, but not significantly more of the younger respondents (18-29 years) expressed interest in Hotel Industry jobs (i.e. 40% 18-29 year olds vs. 27% of the 30-39 year olds and 22% of the 40+ year olds), and less than 22% of all age groups expressed an interest in Secretarial, Trade/Technology, or Agriculture jobs.

Overall, Job interests did not differ significantly by age.

Current Job

The Current Job data in Table 5-h indicate that the highest percentage of all three age groups reported being employed in Laborer/Clerk/Sales type jobs (i.e. 26% of the 18-29 year old, 25% of the 30-39 year old, and 20% of the 40+ year old respondents). With the exception of the 40+ year old respondents, 20% of whom worked in Management/Business/Professional type jobs, no age category reported as much as 10% employment in any of the job categories listed.

Moreover, type of current job did not differ significantly by age.

Table 5-h Personal Characteristics by Age of Respondent

	AGE OF RESPONDENT					
	(1)		(2)		(3)	
	18-29		30-39		40+ yrs.	
H. EMPLOYMENT INTERESTS/ACHIEVEMENTS	Total=55		Total=84		Total=59	
	N	%	N	%	N	%
Job Area of Interest						
Human Service	29	52.7%	54	64.3%	27	45.8%
Self Employed	20	36.4%	37	44.0%	25	43.4%
Public Services	25	45.5%	36	42.8%	18	30.5%
Business	24	43.6%	38	45.2%	20	33.9%
Hotel Industry	22	40.0%	23	27.4%	13	22.0%
Secretarial	12	21.8%	14	16.7%	6	10.2%
Trade/Technology	8	14.5%	13	15.5%	7	11.9%
Agriculture	8	14.5%	8	9.5%	5	8.5%
Other Areas	17	30.9%	20	23.9%	5	8.8%
Current Job						
Laborer/Clerk/Sales	11	20.0%	21	25.0%	12	20.3%
Mgmt./Buss./Professional	1	1.8%	7	8.3%	12	20.3%
Human Service/Medical	2	3.6%	7	8.3%	4	6.8%
Self-Employed	-	--	-	--	2	3.4%
Other	4	7.3%	3	3.6%	1	1.7%
No Response	2	3.6%	9	10.7%	4	6.8%

Subgroup Outcomes...

I. TRAINING NEEDS

Career Training Needs

The Career Training Needs data in Table 5-i show that high percentages of all three age groups indicated a need for training in (How To) Present One's Skills--i.e. 62% of the 18-29 year old, 49% of the 30-39 year old, and 50% of the 40+ year old respondents. And high precentages of two groups, the 18-29 year olds and the 30-39 year olds, indicated a need for training in (How To) Support Oneself Through College, 62% and 52%, respectively. Among the 18-29 year old respondents, the next most needed types of training were: training in (How To) Obtain Training (35%), and training for a Specific Job (31%) were needed, in that order. Among the 40+ year old respondents, Training in Finding Job Skills (46%), in (How To) Obtain Training (44%), and training for a Specific Job (31%) were needed. Training in (How To) Enroll in College and "Other" Carreer training were needed less (5% to 22%) by all age groups.

Overall, only a few differences in Training Needs were large enough to reach statistical significance--i.e. significantly more 18-29 year old and 30-39 year old than 40+ year old respondents indicated a need for training in (How To) Support Oneself Through College (62% and 52% vs. 24%, respectively); and significantly more 18-29 year old than 30-39 year old respondents indicated a need for training in (How To) Obtain Training (58% vs. 34%, respectively).

Other Training Needs

The Other Training Needs data in Table 5-i show that high percentage of 18-29 year old respondents (62% to 67%) indicated a need for training in Personal Growth, Surviving On a Budget, (How To Obtain) Housing, and (How To) Handle Adolescents, and Transportation Strategies; and small percentages (less than 10%) indicated a need for Training in (How to) Care for Infants and "Other" types of training. For the respondents between 30 and 39 years of age, high percentages (62% to 64%) indicated a need for Personal Growth training and training in (How To) Survive On a Budget; moderate percentages (24% to 45%) indicated a need for training in (How to Obtain) Housing, (How To) Handle Adolescents, (How To) Understand Regulations, and for training in Transportation Strategies; and small percentages (under 9%) indicated a need for training in (How To) Care for Infants and the "Other" types of training. For the respondents 40+ years of age, high percentages (41% to 51%) indicated a need for Personal Growth training in (How To) Understand Regulations, in (How To Obtain) Housing, and in (How To) Handle Adolescents; and small percentages (2% to 7%) indicated a need for training in Transportation Strategies, Caring for Children, and "Other" areas.

Overall, the only significantly different "Other Training Needs" among the various age groups were that significantly more 18-29 year old and 30-39 year old than 40+ year old respectively indicated a need for training in (How To) Obtain Housing and (How To) Understand Regulations.

Table 5-i Personal Characteristics by Age of Respondent

	AGE OF RESPONDENT					
	(1)		(2)		(3)	
	18-29		30-39		40+ yrs.	
I. TRAINING NEEDS	Total=55		Total=84		Total=59	
	N	%	N	%	N	%
Career Training Needs						
Presenting Skills	34	61.8%	41	48.8%	33	55.9%
Support Self through College	34	61.8%[3]	44	52.4%[3]	14	23.7%
Finding Job Skills	24	43.6%	33	39.3%	27	45.8%
Obtaining Training (how to)	32	58.2%[2]	29	34.5%	26	44.1%
Training for Specific Job	27	49.1%	26	31.0%	18	30.5%
Choosing a Major	19	34.5%	24	28.6%	12	20.3%
Enrolling in College	12	21.8%	11	13.1%	6	10.2%
Other Career Training	5	9.1%	5	6.0%	3	5.1%
Other Training Needs*						
Personal Growth	34	61.8%	54	64.3%	30	50.8%
Surviving on a Budget	35	63.6%	52	61.9%	24	40.7%
Housing	37	67.3%[2,3]	38	45.2%	16	27.1%
Understanding Regulations	37	67.3%[2,3]	32	38.1%	18	30.5%
Handling Adolescents	21	38.2%	35	41.7%	14	23.7%
Transportation Strategies	21	38.2%	20	23.8%	4	6.8%
Caring for Infants	5	9.1%	3	3.6%	1	1.7%
Other Training	4	7.3%	7	8.3%	2	3.4%

* "Need" or "Need Most"

J. IMMEDIATE NEEDS

Basic Needs

The Basic Needs data in Table 5-j show that significantly more 18-29 year old and 30-39 year old than 40+ year old respondents indicated a need for assistance with Living Expenses (67% and 62% vs. 37%, respectively); and significantly more 18-29 year old than 30-39 year old and 40+ year old respondents indicated a need for Housing (67% vs. 41% and 24%, respectively). More, but not significantly more 18-29 year old than 30-39 year old and 40+ year old respondents indicated a need for Food (47% vs. 36% and 25%, respectively) and for Clothing (47% vs. 39% and 20%, respectively).

Support Needs

The Support Needs data in Table 5-j show that the highest percentage of each age group indicated a need for Child Care (69% of the 18-29 year olds, 55% of the 30-39 year olds, and 20% of the 40+ year olds). The need for Child Care was significantly greater for 18-29 year old and 30-39 year old than 40+ year old respondents, however. The only other Support Needs difference to reach statistical significance was the need for transportation, i.e. significantly more 18-29 year old than 40+ year old respondents indicated a need for Transportation (47% vs. 9%, respectively). Legal Information was needed by 19% to 36% of the respondents in the various Age Categories, Community Information was marked by 22% to 26%; and Medical Assistance was needed by more, but not significantly more, of the 18-29 year old than either the 30-39 year old or the 40+ year olds respondents (40% vs. 29% and 17%, respectively).

Career Needs

The Career Needs data in Table 5-j that for 18-29 year old respondents all but one of the Career Needs listed (i.e. High School Diploma) received moderately high (36% to 46%) endorsement. For 30-39 year old respondents the need for Personal Development was highly endorsed (54%), three needs (for Career Counseling, Job Placement and Job Training) were moderately endorsed (36%, 31%, and 27%, respectively); and one need (again, for a High School Diploma) was given slight endorsement (40%). For 40+ year old respondents, four of the Career Needs were moderately endorsed (24% to 39%) and the need for a High School Diploma received no endorsement at all.

No significant Career Needs differences were found among the three age groups studied.

Table 5-j Personal Characteristics by Age of Respondent

	AGE OF RESPONDENT					
	(1)		(2)		(3)	
	18-29		30-39		40+ yrs.	
J. IMMEDIATE NEEDS	Total=55		Total=84		Total=59	
	N	%	N	%	N	%
Basic Needs						
Living Expenses	37	67.3%[3]	52	61.9%[3]	22	37.3%
Housing	37	67.3%[2,3]	34	40.5%	14	23.7%
Food	26	47.3%	30	35.7%	15	25.4%
Clothing	27	49.1%	33	39.3%	12	20.3%
Support Needs						
Child Care	38	69.1%[3]	46	54.8%[3]	12	20.3%
Legal Information	19	34.5%	30	35.7%	11	18.6%
Transportation	26	47.3%[3]	30	35.7%	5	8.5%
Medical Assistance	22	40.0%	24	28.6%	10	16.9%
Community Information	13	23.6%	22	26.2%	13	22.0%
Career Needs						
Personal Development	22	40.0%	45	53.6%	23	39.0%
Career Counseling	20	36.4%	30	35.7%	21	35.6%
Job Placement	24	43.6%	26	31.0%	17	28.8%
Job Training	25	45.5%	23	27.4%	14	23.7%
High School Diploma	12	21.8%	8	9.5%	--	--

Figure 6.3

Summary of Major AGE OF RESPONDENT Findings

CHARACTERISTICS	INTERESTS/NEEDS
Significantly more 18-29 YEAR OLD respondents	Significantly more 18-29 YEAR OLD respondents
(than 30-39 YEAR OLDS) N/A	(than 30-39 YEAR OLDS) - indicated a need for training in (how to) Obtain Training (58% vs 35%)

(than 40+ YEAR OLDS)
- indicated a Need to Develop Skills (67% vs 39%)
- Monthly Incomes of less than $500 (46% vs 12%)
- received AFDC benefits (48% vs 14%)
	(than 40+ YEAR OLDS)
	- indicated an interest in enrolling at a Four-Year College in a major other than Liberal Arts (62% vs 31%)
	- indicated that Lack of Funds was an impediment to enrolling in a formal educational program (86% vs 63%)
	- indicated a need for training in how to Support Oneself through College (62% vs 24%)
	- indicated a need for:
	  - Child Care (69% vs 20%)
	  - Living Expenses (67% vs 32%), and
	  - Transportation (47% vs 9%)

(than 30-39 and 40+ YEAR OLDS)
- were Single Parents (55% vs 26% and 7%)
	(than 30-39 and 40+ YEAR OLDS)
	- indicated interest in enrolling
	  - at a Business or Trade School (62% vs 38% and 36%)
	  - at a Community College in a Traditionally Female Vocational Education Program (69% vs 39% and 22%)
	- that lack of Child Care was an impediment to enrolling in a formal educational program (80% vs 61% and 22%)
	- that they needed training in:
	  - (how to find) Housing (67% vs 45% and 22%), and
	  - (how to) Understand Regulations (67% vs 38% and 31%), and
	- that they needed Housing (67% vs 41% and 24%)

Figure 6.3

Summary of Major AGE OF RESPONDENT Findings (Cont'd)

CHARACTERISTICS	INTERESTS/NEEDS
Significantly more 30-39 YEAR OLD respondents	**Significantly more 30-39 YEAR OLD respondents**
(than 18-29 YEAR OLDS) - were "Uncoupled" (68% vs 44%) - were Divorced (54% vs 24%) - lived in Honolulu (37% vs 4%)	(than 18-29 YEAR OLDS) N/A

(than 40+ YEAR OLDS)
N/A
	(than 40+ YEAR OLDS)
	- indicated that Lack of Funds was an impediment to enrolling in a formal educational program (61% vs 22%)
	- indicated a need for training in (how to) Support Oneself through College (52% vs 24%)
	- indicated a need for:
	  - Living Expenses (62% vs 37%) and
	  - Child Care (55% vs 20%)

(than 18-29 YEAR OLDS and 40+ YEAR OLDS) N/A	(than 18-29 YEAR OLDS and 40+ YEAR OLDS) N/A
Significantly more 40+ YEAR OLD respondents	**Significantly more 40+ YEAR OLD respondents**
(than 18-29 YEAR OLDS) - were "Uncoupled" (86% vs 44%) - were Divorced (58% vs 24%) - had Monthly Income of more than $1,500 (29% vs 2%) - Lived in Honolulu (37% vs 4%) - completed a Four-Year College (32% vs 4%)	(than 18-29 YEAR OLDS) N/A
(than 30-39 YEAR OLDS) N/A	(than 30-39 YEAR OLDS) N/A
(than 18-29 YEAR OLDS and 30-39 YEAR OLDS) N/A	(than 18-29 YEAR OLDS and 30-39 YEAR OLDS) N/A

SINGLE PARENT/HOMEMAKER NEEDS SURVEY FINDINGS
BY AGE OF CHILDREN

Subgroup Characteristics

A. PERSONAL CHARACTERISTICS

Sex
The Gender data in Table 6-a indicate that appreciably more Female than Male respondents have Preschool, School Age, and 18+ year old Children (94%, 94%, and 87% vs. 6%, 7%, and 11%, respectively).

Age
The age data in Table 6-a indicate that significantly more respondents with Preschool than School Age or older (18+ years) Children are between 18 and 29 years of age; significantly more respondents with School Age than Older Children are between 30 and 39 years of age; and significantly more respondents with Older rather than School Age or Preschool Children are 40+ years of age. It should be noted, however, that 25% to 32% of the respondents in each group provided their children(s) age but not their own.

Ethnicity
The Ethnicity data in Table 6-a indicate that from 30 to 50% of the respondents with Preschool, School Age and Older Children were Caucasian. Twenty percent of the respondents with Preschool Children were Hawaiian/Part Hawaiian, 9% were Japanese and 6% were Filipino. Among the respondents with School Age children, 15% were Japanese, 14% were Hawaiian/Part Hawaiian, and 6% were Filipino. Among the respondents with Older (18+ years of age) chldren, 10% were Hawaiian/Part Hawaiian, 14% were Japanese, and 5% were Filipino.

In general, however, the percentages of respondents with Preschool, School Age, and Older Children did not differ significantly for any of the ethnic groups listed.

Table 6-a Personal Characteristics by Age of Children

AGE OF CHILDREN

	(1)		(2)		(3)	
	PRESCHOOL		SCHOOL AGE		18+ YRS	
A. PERSONAL CHARACTERISTICS	Total=103		Total=153		Total=44	
	N	%	N	%	N	%
Sex						
Female	97	94.2%	143	93.5%	39	88.6%
Male	6	5.8%	10	6.5%	5	11.4%
Age						
18-29 yrs.	35	33.9%[2,3]	15	9.8%	-	---
30-39 yrs.	27	26.2%	59	38.6%[3]	4	9.1%
40+ yrs.	8	7.8%	37	24.2%	29	65.9%[1,2]
No Response	33	32.0%	42	27.5%	11	25.0%
Ethnicity						
Caucasian	45	43.7%	78	51.0%	17	30.6%
Hawaiian/Pt.	21	20.4%	21	13.7%	8	18.2%
Japanese	9	8.7%	23	15.0%	6	13.6%
Filipino	6	5.8%	9	5.9%	2	4.5%
Other	21	20.4%	19	12.4%	8	18.2%
No Response	1	1.0%	3	2.0%	3	6.8%

B. FAMILY CHARACTERISTICS

Single Parent/Homemaker Status

The Single Parent/Homemaker Status data in Table 6-b indicate that the highest percentage of respondents with Preschool, School Age, and Older (18+ years) Children were Single Parents, i.e. 91%, 92%, and 50%, respectively. Moreover, significantly more of the respondents with Preschool and School Age than Older Children were Single Parents. About 2% of the respondents were Homemakers, regardless of the age category of their children.

Homemaker Characteristics

The Homemaker Characteristics data in Table 6-b show that nearly half of the respondents with Preschool Children indicated they Worked at Home (i.e. did housework) and Needed to Develop (their) Skills, and a third indicated they Lost Financial Security. Among the respondents with School Age Children, about half endorsed each statement, i.e. Worked at Home, needed to Develop Skills, and Lost Financial Security. Among respondents with Older (18+ years) Children, 30% indicated they Worked at Home, 55% indicated a Need to Develop Skills, and 61% indicated a Loss of Financial Security.

A significantly higher proportion of respondents with Older than Preschool Children indicated they had Lost Financial Security; this was the only Homemaker Characteristic by Age of Children difference large enough to reach statistical significance.

Marital Status

The Marital Status data in Table 6-b indicate that significantly more respondents with Preschool than Older (18+ years) Children were Single (39% vs. 5%, respectively); and significantly more respondents with School Age or Older than Preschoool Children were Divorced, Separated, or Widowed (i.e. Uncoupled) 73% and 84% vs. 52%, respectively. Less than 10% of the respondents with Preschool, School Age or Older Children, however, were married.

Children

The Age of Children data in Table 6-b indicate that of the respondents with Preschool Children, 33% also had School Age Children and 4% had Children over 18 years of age. Of the respondents with School Age Children, 14% also had School Age Children and 14% also had Older Children; and 6% of the respondents with Older Chidren; and of the respondents with Older Children, 9% also had Preschool Children and 50% also had School Age Children.

Table 6-b Personal Characteristics by Age of Children

	AGE OF CHILDREN					
	(1)		(2)		(3)	
	PRESCHOOL		SCHOOL AGE		18+ YRS	
B. FAMILY CHARACTERISTICS	Total=103		Total=153		Total=44	
	N	%	N	%	N	%
Single Parent/Homemaker Status						
Single Parent	94	91.3%[3]	141	92.2%[3]	26	59.1%
Homemaker	19	18.4%	32	20.9%	9	20.5%
Displaced Homemaker	1	1.0%	6	3.9%	2	4.5%
Homemaker Characteristics						
Worked at Home	46	44.7%	75	49.0%	13	29.5%
Need to Develop Skills	52	50.5%	75	49.0%	24	54.5%
Lost Financial Security	34	33.0%	70	45.8%	27	61.4%[1]
Marital Status						
Single	40	38.8%[3]	30	19.6%	2	4.5%
Married	9	8.7%	11	7.2%	3	6.8%
Uncoupled	54	52.4%	111	72.5%[1]	37	84.1%[1]
-Divorced	35	34.0%	78	51.0%	25	56.8%
-Separated	15	14.6%	22	14.4%	6	13.6%
-Widowed	4	3.9%	11	7.2%	6	13.6%
Children						
Preschool	103	100%[2,3]	22	14.4%	4	9.1%
School Age	34	33.0%	153	100%[1,3]	22	50.0%
Over 18 yrs.	4	3.9%	22	14.4%	44	100%[1,2]

C. ECONOMIC CHARACTERISTICS

Employment

The Current Employment data in Table 6-c indicate that more, but not significantly more, respondents with School Age rather that Preschool or Older Children reported they were employed. Full-Time employment was reported by 24% to 38% of the respondents with various aged children and Part-Time employment was reported by 9% to 17%; none of these differences were large enough to reach statistical significance.

Income

The Monthly Income data in Table 6-c indicate that just a little more than a third of the respondents with Preschool Children, with School Age Children, and with Older (18+ years) Children reported monthly incomes of $500-$1,000/month. Income of less than $500/month were reported by 32% of the respondents with Preschool Children; 17% of those with School Age Children, and 9% of those with Older Children. Twelve (12%) to 21% of the various groups reported incomes of $1,000-$1,500/month; and 14% to 25% reported incomes of Greater than $1,500/month. None of these income levels differed significantly, however, by Age of the Respondents' Children.

Benefits

The Benefits data in Table 6-c show that the highest proportion of respondents with Preschool Children (44%), indicated they received AFDC benefits, while the highest proportion of respondents with School Age Children (31%) indicated they received Child Support; and the highest proportion of respondents with Older Children (41%) indicated they received No Benefits at all. Above a quarter of the respondents with Preschool and with School Age Children indicated they received No Benefits; and about 20% of all three groups indicated "Other" Benefits. No other Benefit by Age of Children Category was indicated by more than 14% of the relevant respondents, and most were indicated by less than 10%.

Overall, there were no significant differences in the Benefits received by respondents with Preschool, School Age, and Older Children.

Table 6-c Personal Characteristics by Age of Children

C. ECONOMIC CHARACTERISTICS	AGE OF CHILDREN (1) PRESCHOOL Total=103 N	%	(2) SCHOOL AGE Total=153 N	%	(3) 18+ YRS Total=44 N	%
Employment						
Employed	45	43.7%	94	61.4%	19	43.2%
Full-time	25	24.3%	58	37.9%	14	31.8%
Part-time	17	16.5%	26	17.0%	3	6.8%
No Response	3	2.9%	10	6.5%	2	4.5%
Income						
$500/mo	33	32.0%	26	17.0%	4	9.1%
$500-$1000/mo	36	35.0%	52	34.0%	15	34.1%
$1000-$1,500/mo	12	11.7%	26	17.0%	9	20.5%
$1,500/mo	14	13.6%	36	23.5%	11	25.0%
No Response	8	7.8%	13	8.5%	5	11.4%
Benefits						
AFDC	45	43.7%	41	26.8%	6	13.6%
Child Support	24	23.3%	47	30.7%	6	13.6%
Social Security	7	6.8%	10	6.5%	6	13.6%
Temporary Alimony	3	2.9%	9	5.9%	4	9.1%
Veteran's Benefits	4	3.9%	5	3.3%	2	4.5%
Pension	-	--	2	1.3%	4	9.1%
Other Benefits	21	20.4%	28	18.3%	8	18.2%
No Benefits	26	25.2%	41	26.8%	18	40.9%

D. GEOGRAPHIC LOCATION

Location

The Geographic Location data in Table 6-d indicate that the largest proportion of respondents with Preschool, with School Age, and with Older (18+ years) Children were found on Oahu (73%, 74% and 82%, respectively). And the largest proportions on Oahu, understandably, were in Honolulu (43%, 33%, 36%, respectively).

At base, however, there were no significant differences in the Geographic Location of respondents with Preschool, School Age, or Older Children.

Table 6-d Personal Characteristics by Age of Children

D. GEOGRAPHIC LOCATION	AGE OF CHILDREN (1) PRESCHOOL Total=103 N	%	(2) SCHOOL AGE Total=153 N	%	(3) 18+ YRS Total=44 N	%
Location						
Honolulu	44	42.7%	51	33.3%	16	36.4%
Windward Oahu	18	17.5%	24	15.7%	8	18.2%
Leeward Oahu	8	7.8%	24	15.7%	8	18.2%
Central Oahu	5	4.9%	14	9.2%	4	9.1%
OAHU	75	72.8%	113	73.9%	36	81.8%
Hawaii	15	14.6%	15	9.8%	4	9.1%
Maui	6	5.8%	8	5.2%	-	--
Kauai	2	1.9%	3	2.0%	1	2.3%
NEIGHBOR ISLANDS	23	22.3%	26	17.0%	5	11.4%
No Response	5	4.9%	14	9.2%	3	6.8%

E. EDUCATIONAL BACKGROUND/STATUS

Educational Background

The Educational Background data in Table 6-e indicate that about 92% of the respondents with Preschool, with School Age, and with Older (18+ years) Children completed High School; 12% to 21% completed a Community College program and 15% to 22% completed a Four Year College program.

Overall, there were no significant differences in Educational Background of respondents with Preschool, School Age, or Older Children.

Current Educational Status

The Current Educational Status data in Table 6-e indicate that 38% of the respondents with Preschool Children, 32% of the respondents with School Age Children, and 40% of the respondents with Older (18+ years) Children were Currently Enrolled in a formal educational program, and more, but not significantly more, respondents with Preschool, and School Age than Older Children were employed Full-Time (21% and 19% vs. 14%).

Again, however, no significant differences were noted, i.e. no significant Current Enrollment differences were reported woth Preschool, School Age, and Older Children.

Table 6-e Personal Characteristics by Age of Children

	AGE OF CHILDREN					
	(1)		(2)		(3)	
	PRESCHOOL		SCHOOL AGE		18+ YRS	
E. EDUCATION BACKGROUND/STATUS	Total=103		Total=153		Total=44	
	N	%	N	%	N	%
Educational Background						
High School	95	92.2%	141	92.2%	41	93.2%
Trade School	9	8.7%	16	10.5%	4	9.1%
Community College	12	11.7%	28	18.3%	9	20.5%
Four Year College	15	14.6%	33	21.6%	9	20.5%
Graduate School	2	1.9%	16	10.5%	3	6.8%
Other	10	9.7%	16	10.5%	1	2.2%
Current Educational Status						
Enrolled	39	37.9%	49	32.0%	18	40.9%
Full-Time	22	21.4%	29	19.0%	6	13.6%
Part-Time	12	11.7%	18	11.8%	9	20.5%
No Response	5	4.9%	2	1.3%	3	6.8%

F. EDUCATIONAL INSTITUTION/MAJOR AREA OF STUDY

Educational Institution

The Educational Institution data in Table 6-f indicate that 20% of the respondents with Preschool, 22% of the respondents with School Age, and 34% of the respondents with Older (18+ years) Children were currently enrolled in a Community College, and Less than 5% of any age grouping of Children attended a Four Year College, University, or Other Institution.

No significant differences in type of Educational Institution attended were noted for respondents with Preschool, School Age, or Older Children. More specifically, there were no significant differences in the specific Community College attended.

Major Area of Study

The Major Area of Study data in Table 6-f indicate that the "highest" percentage of respondents with Preschool Children (9%) reported in "General" areas such as Social/Humanities/Liberal Arts; and similarly for respondents with School Age Children 19% majored in Social Science/Humanities/Liberal Arts. The highest percentage of respondents with Older (18+ years) Children majored in areas "Other than" the General, Health, Business, Voc. Ed., and Education.

No significant differences in Major Area of Study were noted for respondents with Preschool, School Age, and Older Children.

Table 6-f Personal Characteristics by Age of Children

F. EDUCATIONAL INSTITUTION/ MAJOR AREA OF STUDY	AGE OF CHILDREN (1) PRESCHOOL Total=103		(2) SCHOOL AGE Total=153		(3) 18+ YRS Total=44	
	N	%	N	%	N	%
Educational Institution						
Community College	21	20.4%	33	21.6%	15	34.1%
Honolulu CC	6	5.8%	4	2.6%	3	6.8%
Kapioloani CC	3	2.9%	11	7.2%	6	13.6%
Leeward CC	1	1.0%	3	2.0%	3	6.8%
Windward CC	3	2.9%	3	2.0%	1	2.2%
Hawaii CC	5	4.9%	6	3.9%	1	2.2%
Maui CC	3	2.9%	4	2.6%	-	--
Kauai CC	-	--	2	1.3%	1	2.2%
Four Year/University	3	2.9%	2	1.3%	1	2.2%
Other	5	4.9%	7	4.6%	2	4.5%
No Response	10	9.7%	7	4.6%	-	--
Major Area of Study						
General (Soc Sci/Hum/Lib Arts)	9	8.7%	13	8.5%	2	4.5%
Health (Health/Hum Dev/Nurs/etc.)	7	6.8%	10	6.5%	-	--
Business (Bus/Acct/Fin/etc.)	5	4.9%	9	5.9%	-	--
Voc. Ed. (Hotel/Agri/etc.)	8	7.8%	5	3.3%	3	6.8%
Education	2	1.9%	1	0.7%	-	--
Other	4	3.9%	9	5.9%	13	29.5%
No Response	4	3.9%	2	1.3%	--	--

G. EDUCATION INTERESTS/IMPEDIMENTS

Interest in Educational Enrollment

The Interest in Educational Enrollment data in Table 6-g show that nearly half of the respondents with Preschool Children indicated an interest in Enrolling in a Community College in a traditionally Female vocational education program (50%), in a Four Year College in a major "Other than" Liberal Arts (49%), and in a Business or Trade School (47%). Fewer indicated an interest in enrolling in a Community College Liberal Arts Program (39%), in a Four Year Liberal Arts Program (35%), and least in a Community College Traditionally Male Vocational Education Program (18%). Among the respondents with School Age Children, nearly half indicated enrollment in a Four Year College in "Other Than" a Liberal Arts Major (49%); fewer (between 36% and 42%) indicated an interest in a Four Year College Liberal Arts Program (42%); a Community College Liberal Arts Program (39%), a Community College Traditionally Female Voc. Ed. program (37%), and again, least of all (22%) in a Community College Traditionally Male Voc. Ed. program. The "highest" percentage of respondents with Older Children (365) indicated an interest in enrolling in a Community College Liberal Arts Program. All other enrollment options selected Community College Traditionally Male Voc. Ed. programs were indicated by 30% of the respondents; the Community College Male Voc. Ed. option was endorsed by only 16% of the respondents with Older Children.

The Interest in Educational enrollment options did not differ significantly for respondents with Preschool, with School Age, or with Older Children.

Impediments to Educational Enrollment

The Impediments to Educational Enrollment data in Table 6-g show that significantly more respondents with Preschool and School Age than Older Children indicated (lack of) Child Care to be an Impediment to Educational Enrollment. High, but not significantly different proportions of respondents with Preschool (78%), School Age (73%), and Older Children (71%) indicated that Lack of Funds was an Impediment to Educational Enrollment. Lack of Interest, Physical Disability and Health were the least mentioned impediments by all three groups of respondents (endorsements ranged from 2% to 12%, overall).

Table 6-g Personal Characteristics by Age of Children

	AGE OF CHILDREN					
	(1)		(2)		(3)	
	PRESCHOOL		SCHOOL AGE		18+ YRS	
G. EDUCATION INTEREST/IMPEDIMENTS	Total=103		Total=153		Total=44	
	N	%	N	%	N	%
Interest* in Educational Enrollment						
Business or Trade School	48	46.6%	55	35.9%	13	29.5%
Comm. Coll. (Lib. Arts)	40	38.8%	59	38.6%	16	36.4%
Comm. Coll. (Voc. Ed. Female)	51	49.5%	56	36.6%	13	29.5%
Comm. Coll. (Voc. Ed. Male)	18	17.5%	34	22.2%	7	15.9%
Four Year Coll. (Lib. Arts)	36	35.0%	64	41.8%	13	29.5%
Four Year Coll. (Other Major)	50	48.5%	75	49.0%	13	29.5%
Impediments to Educational Enrollment**						
Lacking Funds	80	77.7%	111	72.5%	31	70.5%
Child Care	83	80.6%[2,3]	77	50.3%[3]	7	15.9%
Lack of Knowledge	34	39.9%	53	34.6%	19	43.2%
Personal Pressure	35	34.0%	58	37.9%	10	22.7%
Lose Benefits	40	38.8%	42	27.5%	7	15.9%
Personal Skills	24	23.3%	48	31.4%	16	36.4%
Transportation	24	23.3%	28	18.3%	6	10.9%
Lack Interest	12	11.7%	15	9.8%	1	2.3%
Physical Disability	2	1.9%	6	3.9%	2	4.5%
Health	7	6.8%	9	5.9%	3	6.8%

* "Somewhat" or "Very Interested"
** "Problem" or "Important Problem"

H. EMPLOYMENT INTERESTS/ACHIEVEMENTS

Job Area of Interest data in Table 6-h indicate that the highest percentages of al three groups expressed an interest in Human Service jobs, i.e. 57% respondents with Preschool Children, 62% of the respondents with School Age Children and 62% of the respondents with Older (18+ years old) Children. The second highest percentage, again, of all three groups, expressed an interest in Self-Employment, i.e. 46% of the respondents with Preschool Children, 43% of the respondents with School Age Children, and 52% of the respondents with Older Children. Interest in Public Service and Business jobs was indicated by 36% to 43% of the respondents in all three groups. Interest in Hotel Industry jobs was indicated by 26% to 29%, and interest in Secretarial, Trade/Technology and Agriculture jobs was indicated by 10% to 18% of all three groups.

Overall, no significant differences in job interest was noted for the respondents with Preschool, School Age, and Older Children.

Current Job

The Current Job data in Table 6-h indicate that the higher percentage of Current Job among respondents with Preschool, School Age, and Older Children was Laborer/Clerk/Sales type positions (i.e. 18%, 24%, and 18%, respectively). The second highest percentage amng each of these groups reported Management/Business/Professional type jobs (11%, 12%, and 11%, respectively). Relatively few Human Service/Medical Jobs, and very few Self-Employment jobs were noted for any group.

Again, no significant differences in types of Current Job were noted among respondents with Preschool, School Age, or Older Children.

Table 6-h Personal Characteristics by Age of Children

H. EMPLOYMENT INTERESTS/ACHIEVEMENTS	AGE OF CHILDREN (1) PRESCHOOL Total=103 N	%	(2) SCHOOL AGE Total=153 N	%	(3) 18+ YRS Total=44 N	%
Job Area of Interest						
Human Service	59	57.3%	95	62.1%	27	61.4%
Self Employed	47	45.6%	66	43.1%	23	52.3%
Public Services	42	40.8%	65	42.5%	18	40.9%
Business	43	41.8%	59	38.6%	16	36.4%
Hotel Industry	27	26.2%	44	28.8%	12	27.3%
Secretarial	15	14.6%	21	13.7%	6	13.6%
Trade/Technology	11	10.7%	23	15.0%	8	18.2%
Agriculture	11	10.7%	15	9.8%	8	18.2%
Other Areas	29	28.2%	32	20.9%	6	13.6%
Current Job						
Laborer/Clerk/Sales	18	17.5%	36	23.5%	8	18.2%
Mgmt./Buss./Professional	11	10.7%	19	12.4%	5	11.4%
Human Service/Medical	7	6.8%	18	11.8%	3	6.8%
Self-Employed	1	1.05	2	1.3%	1	2.3%
Other	4	3.9%	6	3.9%	-	--
No Response	4	3.9%	13	8.5%	2	4.5%

Subgroup Outcomes...

I. TRAINING NEEDS

The Training Needs data in Table 6-i show that the highest percentage of each group or respondents indicated a need for Training in (How To) Present Skills, i.e. 63% of the respondents with Preschool, 51% of the respondents with School Age, and 61% of the respondents with Older (18+ years old) Children. The second highest percentage of respondents with Preschool Children (55%) and respondents with School Age Children (46%) indicated a need for Training in (How To) Support Oneself through College. The second highest percentage of respondents with Older Children (55%) indicated a need for Training in (How To) Find Job Skills. Among the respondents with Preschool Children, the following training needs were indicated by 28% to 45%: Training in (How To) Obtain Training, in (How To) Find Job Skills, in (How To) Obtain Training for a Specific Job, and in (How To) Choose a Major. Among the respondents with School Age Children, 26% to 41% endorsed the training needs just mentioned; and among the respondents with Older Children, 52% endorsed Training in (How To) Obtain Training, 23% to 27% endorsed the need for Training for a Specific Job, Training in (How To) Support Yourself through College, and Training in Choosing a Major. Training in (How To) Enroll in College and "Other Training" opportunities received the lowest endorsement (0% to 14%) among all three groups.

Overall, there were no significant differences in the "Career" Training Needs indicated by respondents with Preschool, School Age, or Older Children.

Other Training Needs

The Other Training Needs data in Table 6-i indicate that the need for training in Personal Growth and in (How To) Survive on a Budget were indicated by high percentages (41% to 61%) of respondents with Preschool, School Age, and Older Children. The need for Training in (How To Obtain) Housing and in (How To) Understand Regulations were endorsed by 34% to 52% of the respondents over the three groups. Less than 22% of the respondents over the three groups indicated an interest in training in Transportation.

Again, there were no significant differences in the "Other" Training Needs indicated by respondents with Preschool, School Age, or Older Children.

Table 6-i Personal Characteristics by Age of Children

	AGE OF CHILDREN (1) PRESCHOOL Total=103		(2) SCHOOL AGE Total=153		(3) 18+ YRS Total=44	
I. TRAINING NEEDS	N	%	N	%	N	%
Career Training Needs						
Presenting Skills	65	63.1%	78	51.0%	27	61.4%
Support Self through College	57	55.3%	71	46.4%	12	27.3%
Finding Job Skills	44	42.7%	62	40.5%	24	54.5%
Obtaining Training (how to)	46	44.7%	55	35.9%	23	52.3%
Training for Specific Job	33	32.0%	43	28.1%	14	31.8%
Choosing a Major	29	28.2%	40	26.1%	10	22.7%
Enrolling in College	14	13.6%	22	14.4%	4	9.1%
Other Career Training	12	11.7%	8	5.2%	-	--
Other Training Needs*						
Personal Growth	61	59.2%	93	60.8%	22	50.0%
Surviving on a Budget	62	60.2%	85	55.6%	18	40.9%
Housing	54	22.4%	61	39.9%	15	34.1%
Understanding Regulations	54	52.4%	63	41.2%	15	34.1%
Handling Adolescents	31	30.1%	62	40.5%	5	11.4%
Transportation Strategies	22	21.4%	29	19.0%	6	13.6%
Caring for Infants	8	7.8%	1	0.7%	1	2.3%
Other Training	9	8.7%	11	7.2%	2	4.5%

* "Need" or "Need Most"

J. IMMEDIATE NEEDS

Basic Needs

The Basic Needs data in Table 6-j show that the highest percentage of all three groups indicated Living Expenses to be a basic need, i.e. 62% of the respondents with Preschool Children, 52% of the respondents with School Age Children, and 43% of the respondents with Older Children. The second most endorsed basic need, again by all three groups, was the need for Housing i.e. 47%, 37% and 34% of the respondents with Preschool, School Age, and Older Children, respectively, endorsed this need. Eighteen to 40% of these groups also endorsed the need for Food and Clothing.

No significantly different "Basic Needs" were indicated by respondents with Preschool, School Age, and Older Children.

Support Needs

The Support Needs data in Table 6-j show that significantly more respondents with Preschool Children than School Age Children or Older Children indicated a need for Child Care. Among respondents with Preschool Children, about 30% indicated a need for each of the following: Legal Information, Transportation, Medical Assistance, and Community Information. Similarly, but slightly lower, percentages of respondents with School Age Children indicated the same needs (i.e. 24% to 33%). And slightly lower still were the percentages of the needs endorsed by respondents with Older (18+ years old) Children (18% to 22%).

Career Needs

The Career Needs data in Table 6-j show that the highest percentage in all three groups indicated a need for Personal Development, i.e. 50% of the respondents with Preschool, 52% of the respondents with School Age, and 47% of the respondents with Older (18+ years old) Children. Thirty-two to 44% of the respondents in the three groups also indicated a need for Career Counseling, Job Placement, and Job Training Services. The lowest percentage in the three groups (29% to 13%) indicated a need for a High School Diploma.

No significantly different "Career Needs" were indicated by respondents with Preschool, School Age, and Older Children.

Table 6-j Personal Characteristics by Age of Children

	AGE OF CHILDREN					
	(1)		(2)		(3)	
	PRESCHOOL		SCHOOL AGE		18+ YRS	
J. IMMEDIATE NEEDS	Total=103		Total=153		Total=44	
	N	%	N	%	N	%
Basic Needs						
Living Expenses	64	62.1%	79	51.6%	19	43.2%
Housing	48	46.6%	57	37.3%	15	34.1%
Food	34	33.0%	49	32.0%	13	29.5%
Clothing	41	39.8%	46	30.1%	8	18.2%
Support Needs						
Child Care	65	63.1%[2,3]	67	43.8%	9	20.5%
Legal Information	34	33.0%	50	32.7%	8	18.2%
Transportation	33	32.0%	38	24.8%	8	18.2%
Medical Assistance	31	30.1%	44	28.8%	9	20.5%
Community Information	28	27.2%	36	23.5%	10	22.7%
Career Needs						
Personal Development	51	49.5%	80	52.3%	21	47.4%
Career Counseling	45	43.7%	53	34.6%	19	43.2%
Job Placement	40	38.8%	49	32.0%	19	43.2%
Job Training	33	32.0%	47	30.7%	17	38.6%
High School Diploma	13	12.6%	14	9.2%	1	2.3%

Figure 6.4

Summary of Major AGE OF CHILDREN Findings

CHARACTERISTICS	INTERESTS/NEEDS
Significantly more respondents with PRESCHOOL CHILDREN	Significantly more respondents with PRESCHOOL CHILDREN
(than with SCHOOL AGE CHILDREN) N/A	(than with SCHOOL AGE CHILDREN) N/A
(than with 18+ YEAR OLD CHILDREN) - were Single (39% vs 5%) - were Single Parents (91% vs 59%)	(than with 18+ YEAR OLD CHILDREN) N/A
(than with SCHOOL AGE or 18 YEAR OLD CHILDREN) - were 18-29 years of age (34% vs 10% and 0%)	(than with SCHOOL AGE or 18 YEAR OLD CHILDREN) - indicated that (lack of) Child Care was an impediment to enrolling in a formal education program (80% vs 50% and 16%) - indicated a need for Child Care (63% vs 44% and 21%)
Significantly more respondents with SCHOOL AGE CHILDREN	Significantly more respondents with SCHOOL AGE CHILDREN
(than with PRESCHOOL CHILDREN) - were "uncoupled" (73% vs 5+%)	N/A
(than with 18+ YEAR OLD CHILDREN) - were 30-39 years old (39% vs 9%) - were Single Parents (92% vs 59%)	
(than with PRESCHOOL or 18+ YEAR OLD CHILDREN) N/A	

Figure 6.4

Summary of Major AGE OF CHILDREN Findings (Cont'd)

CHARACTERISTICS	INTERESTS/NEEDS
Significantly more respondents with CHILDREN 18+ YEARS OF AGE	Significantly more respondents with CHILDREN 18+ YEARS OF AGE
(than with PRESCHOOL CHILDREN) - had Lost Financial Security (61% vs 33%) - were "Uncoupled" (84% vs 52%) (than with SCHOOL AGE CHILDREN) N/A (than with PRESCHOOL or SCHOOL CHILDREN) - were 40+ years of age (66% vs 8% and 24%)	N/A

SINGLE PARENT/HOMEMAKER NEEDS SURVEY FINDINGS
BY EMPLOYMENT STATUS

Subgroup Characteristics

A. PERSONAL CHARACTERISTICS

Sex

The gender data in Table 7-a indicates extremely high percentages of both the Employed and Not Employed respondents were Female (89% and 95%,respectively). More, but not significantly more Males were Employed than Not Employed (8% vs. 3%).

Age

The age data in Table 7-a indicate that the highest percentage of both the Employed and Not Employed groups (33% and 28%, respectively) were between 30-39 years of age; the second highest percentage of Employed respondents (24%) were forty or over; while the second highest percentage of Not Employed respondents (77%) were between 18 and 29 years of age. Over a quarter of the respondents in each employment group, however, did not provide age data. At any rate, no significant age differences were found by employment category.

Ethnicity

The Ethnicity data in Table 7-a indicate that Caucasians predominated in both employment groups, with 44% employed and 44% Not Employed; with about half as many "Other" respondents Employed (20%) and a similar percentage of Hawaiians Not Employed (24%). No Ethnicity differences in employment status, however, were noted.

Table 7-a Personal Characteristics by Employment Status

	EMPLOYMENT STATUS			
	(1)		(2)	
	EMPLOYED		NOT EMPLOYED	
A. PERSONAL CHARACTERISTICS	Total=144		Total=129	
	N	%	N	%
Sex				
Female	128	88.9%	123	95.3%
Male	12	8.3%	4	3.2%
No Response	4	2.8%	2	1.6%
Age				
18-29 yrs.	20	13.9%	34	26.8%
30-39 yrs.	47	32.6%	36	28.4%
40+ yrs.	35	24.3%	24	18.6%
No Response	42	29.2%	34	26.4%
Ethnicity				
Caucasian	63	43.8%	57	44.2%
Hawaiian/Pt.	18	12.5%	30	23.6%
Japanese	29	20.1%	6	4.7%
Filipino	5	3.5%	10	7.8%
No Response	6	4.2%	3	2.4%
Other	23	16.0%	23	17.8%

B. FAMILY CHARACTERISTICS

Single Parent/Homemaker Status

The Single Parent/Homemaker Status data in Table 7-b indicate that significantly more Employed (than Not Employed) respondents were Homemakers (41% vs. 1%). Homemakers, remember, are Not Employed by definition. The two "employed" Homemakers in the table, in fact, are employed "less than 20 hours a week"). The Displaced Homemaker, too, are Not Employed by definition.

Homemaker Characteristics

The Homemaker characteristics data in Table 7-b indicate, understandably, that significantly more Not Employed respondents "Work At Home" (i,e. did housework); and that significantly more Not Employed respondents "Need To Develop Skills". Employment Status, however, did not differ with loss of Financial Security, i.e., about equal percentages of Employed and Not Employed respondents (i.e. 45% and 40%, respectively) indicated they had Lost Financial Security.

Marital Status

The Marital Status data in Table 7-b indicate that significantly more Employed than Not Employed respondents were "Un-Coupled" (77% vs. 51%); indeed, there were NO married respondents presently employed.

Children

The Age of Respondents' Children data in Table 7-b indicate that significantly more Employed than Not Employed respondents had school Aged Children (65% vs. 46%). There were more, but not significantly more, preschool children among the Not Employed respondents (45% vs. 31%, respectively). The percentage of older offspring (over 40 years), too, did not differ significantly by employment status.

Table 7-b Personal Characteristics by Employment Status

	EMPLOYMENT STATUS			
	(1)		(2)	
	EMPLOYED		NOT EMPLOYED	
B. FAMILY CHARACTERISTICS	Total=144		Total=129	
	N	%	N	%
Single Parent/Homemaker Status				
Single Parent	131	91.0%[2]	94	72.9%
Homemaker	2	1.4%	53	41.1%[1]
Displaced Homemaker	--	--	7	5.4%
Homemaker Characteristics				
Worked at Home	42	29.2%	78	61.4%[1]
Need to Develop Skills	50	34.7%	80	63.0%[1]
Lost Financial Security	65	45.1%	51	40.2%
Marital Status				
Single	29	20.1%	44	34.7%
Married	--	--	15	11.8%
Uncoupled	111	77.1%[2]	66	51.2%
-Divorced	76	52.8%	48	37.2%
-Separated	22	15.3%	15	11.6%
-Widowed	13	9.0%	3	2.3%
Children				
Preschool	45	31.3%	58	45.0%
School Age	94	65.3%[2]	59	45.7%
Over 18 yrs.	19	13.2%	25	19.4%

C. ECONOMIC CHARACTERISTICS

Employment

The Employment data in Table 7-c show that of the 144 respondents who reported they were Employed, 87 (or 60%) were employed Full-Time and 45 (or 31%) were employed Part-Time. Twelve of these (8%) did not indicate whether they were employed Full-Time or Part-Time.

Income

The Income data in Table 7-c indicate that the highest proportion of Employed respondents reported monthly incomes Between $500 and $1,000 (i.e. 31%) while the highest proportion of Unemployed respondents reported incomes Less than $500/month (40%). Understandably, significantly more Not Employed than Employed respondents had monthly incomes Less than $500 (40% vs. 11%, respectively); but while higher proportions of Employed than Not Employed respondents reported monthly incomes of between $1,000 and $1,500 (23% vs. 9%, respectively), and Greater than $1,500 (26% vs. 7%, respectively), these differences were not different statistically.

Benefits

The Benefits data in Table 7-c show that the highest proportion of Employed respondents indicated they received Child Support payments (34%), while the highest proportion of Not Employed respondents indicated they received AFDC benefits (44%). No other type of benefit category, except the aggregate "Other" category, received more than 9% endorsement by either the Employed or Not Employed respondents. A third of the Employed respondents (33%) and twenty-three percent of the Not Employed respondents (23%) reported that they did not receive any benefits. Moreover, on no category of Benefits (including the No Benefits category) did Employed and Not Employed respondents differ, except that significantly more Not Employed than Employed respondents indicated they received AFDC benefits.

Table 7-c Personal Characteristics by Employment Status

	EMPLOYMENT STATUS			
	(1)		(2)	
	EMPLOYED		NOT EMPLOYED	
C. ECONOMIC CHARACTERISTICS	Total=144		Total=129	
	N	%	N	%
Employment				
Employed	144	100%	--	--
Full-time	87	60.4%	--	--
Part-time	45	31.3%	--	--
No Response	12	8.3%	--	--
Income				
$500/mo	16	11.1%	51	39.5%[1]
$500-$1000/mo	45	31.3%	38	29.5%
$1000-$1,500/mo	33	22.9%	12	9.3%
$1,500/mo	37	25.7%	9	7.0%
No Response	13	9.0%	19	14.7%
Benefits				
AFDC	30	20.8%	63	48.8%[1]
Child Support	49	34.0%	24	18.6%
Social Security	13	9.0%	7	5.4%
Temporary Alimony	10	6.9%	6	4.6%
Veteran's Benefits	2	1.4%	5	4.7%
Pension	-	--	5	4.7%
Other Benefits	25	17.5%	27	20.9%
No Benefits	48	33.3%	30	23.3%

D. GEOGRAPHIC LOCATION

Location

The Geographic Location data in Table 7-d indicate that high percentages of both the Employed and Unemployed respondents were located on Oahu (79% and 67%, respectively), and relatively low percentages were located on the Neighbor Islands (12% Employed vs. 24% Unemployed). For none of the locations presented, however, was the difference in Employment Status (i.e. the difference in percentage Employed vs. Not Employed) large enough to reach statistical significance. In other words, roughly the same proportion of respondents was employed as was Not Employed in each area, although the proportion changed from area to area.

Table 7-d Personal Characteristics by Employment Status

D. GEOGRAPHIC LOCATION	EMPLOYMENT STATUS (1) EMPLOYED Total=144 N	% 	(2) NOT EMPLOYED Total=129 N	%
Location				
Honolulu	63	43.8%	40	31.0%
Windward Oahu	23	16.0%	22	17.1%
Leeward Oahu	15	10.4%	19	14.7%
Central Oahu	11	7.6%	5	3.9%
OAHU	112	77.8%	86	66.7%
Hawaii	9	6.3%	19	14.7%
Maui	8	5.6%	6	4.7%
Kauai	-	--	6	4.7%
NEIGHBOR ISLANDS	17	11.8%	31	24.0%
No Response	15	10.4%	12	9.3%

E. EDUCATION BACKGROUND/STATUS

Educational Background

The Educational Background data in Table 7-e indicate that the highest proportion of both the Employed and Not Employed respondents completed High School (92% and 86%, respectively). Among the Employed respondents, Completing a Four Year College program was second most prevalent (25%), while among the Not Employed respondents, Completing a Community College Program was second most prevalent (15%) with Completing a Community College Class behind (13%). Most significantly, however, was that there were No significant Education Background differences between the Employed and Not Employed respondents.

Current Educational Status

The Current Educational Status data in Table 7-e indicate that 26% of the Employed and 44% of the Not Employed respondents were currently enrolled in a formal education program with 11% of the Employed and 25% of the Not Employed respondents enrolled Full-Time. These differences, however, were not statistically significant.

Table 7-e Personal Characteristics by Employment Status

	EMPLOYMENT STATUS			
	(1)		(2)	
	EMPLOYED		NOT EMPLOYED	
	Total=144		Total=129	
E. EDUCATION BACKGROUND/STATUS	N	%	N	%
Educational Background				
High School	132	91.7%	111	86.0%
Trade School	11	7.6%	12	9.5%
Community College	23	16.0%	19	15.0%
Four Year College	36	25.0%	17	13.2%
Graduate School	14	9.7%	5	3.9%
Other	14	9.7%	11	8.7%
Current Educational Status				
Enrolled	38	26.4%	56	44.1%
Full-Time	16	11.1%	32	24.8%
Part-Time	19	13.2%	18	14.0%
No Response	3	2.1%	6	4.7%

F. EDUCATIONAL INSTITUTION/MAJOR AREA OF STUDY

Educational Institution

The Educational Institution data in Table 7-f indicate that 17% of the Employed and 32% of the Not Employed respondents are currently enrolled in a Community College, appreciably larger than the roughly 2% each attending a Four Year College and the 3% to 6% (of the Employed and Not Employed respondents, respectively) attending some "Other" Educational or Training Institution. While the highest percentage of Employed currently enrolled respondents came from Kapiolani Community College (6.3%), and the highest percentage of Not Employed currently enrolled respondents came from Honolulu Community College (9.3%), no significant differences in Unemployment Status (i.e. percentage Employed vs. Not Employed) were noted for any of the Community Colleges, for the Community Colleges as a whole, or indeed, for any of the Educational Institution categories presented.

Major Area of Study

The Major Area of Study data in Table 7-g indicate that more, but not significantly more, Not Employed respondents tended to major in areas of study such as Social Sciences/Humanities/and Liberal Arts (12% vs. 3% Employed respondents). And both tended to major in areas "Other" than those listed (6% of the Employed and 11% of the Not Employed respondents). In no categories of major, however, was there a significant preference showed by either Employed or Not Employed respondents.

Table 7-f Personal Characteristics by Employment Status

	EMPLOYMENT STATUS			
	(1)		(2)	
F. EDUCATIONAL INSTITUTION/ MAJOR AREA OF STUDY	EMPLOYED		NOT EMPLOYED	
	Total=144		Total=129	
	N	%	N	%
Educational Institution				
Community College	25	17.4%	41	31.8%
Honolulu CC	5	3.4%	12	9.3%
Kapioloani CC	9	6.3%	10	7.8%
Leeward CC	2	1.4%	6	4.7%
Windward CC	3	2.1%	1	0.8%
Hawaii CC	2	1.4%	7	5.4%
Maui CC	4	2.8%	3	2.3%
Kauai CC	-	--	2	1.6%
Four Year/University	3	2.1%	3	2.3%
Other	5	3.4%	8	6.2%
No Response	5	3.4%	4	3.1%
Major Area of Study				
General (Soc Sci/Hum/Lib Arts)	5	3.4%	16	12.4%
Health (Health/Hum Dev/Nurs/etc.)	8	5.6%	8	6.2%
Business (Bus/Acct/Fin/etc.)	6	4.2%	7	5.4%
Voc. Ed. (Hotel/Agri/etc.)	7	4.9%	7	5.4%
Education	1	0.7%	2	1.6%
Other	9	6.3%	14	10.9%
No Response	2	1.4%	2	1.6%

G. EDUCATION INTEREST/IMPEDIMENTS

Educational Interests

The Educational interest data in Table 7-g show that the highest proportion of Employed respondents expressed interest in enrolling at a Four Year College in a major "other than Liberal Arts" (49%), while the hghest proportion of Not Employed respondents indicate an interest in a Liberal arts program at a Community College (50%), although Business or Trade School, traditional Female Voc. Ed. in a Community College and a Four Year Other than Liberal Arts major also received high interest ratings (49%, 47%, and 47%, respectively). Indeed, the Not Employed respondents tended to show a higher "overall" interest in enrolling in an educational program, i.e. nearly 50% of the Not Employed respondents expressed an interest in 5 of the 6 opportunities listed, while only one of those options (Other than Liberal Arts Majors in a Four Year College) interested that proportion of the Employed respondents. Still, in spite of this general pattern, the only Interest in Educational Enrollment differences between Employed and Not Employed respondents to reach statistical significance was that Not Employed respondents were significantly more likely than Employed respondents to express an interest in a Liberal Arts Major at a Community College.

Impediments to Educational Enrollment

The impediments to Educational Enrollment data in Table 7-g indicate that lack of Funds and (need for) Child Care were the two impediments mentioned by the highest proportions of both the Employed and Not Employed respondents, i.e., 76% of the Employed and 71% of the Not Employed respondents indicated that Lack of Funds was an impediment to enrollment, and 66% of the Employed and 62% of the Not Employed respondents indicated that (lack of) Child Care was an impediment. About 30% to 40% of both groups felt that lack of Knowledge, Personal Pressure, and (Lack of) Personal Skills were impediments, but relatively few in both groups (1% to 13%) indicated that lack of Interest, Health, or Physical Disability were impediments. More Not Employed than Employed respondents felt that Transportation (31% vs. 12%) and (fear of) Loss of Benefits (45% vs. 22%) were impediments. Actually, the latter impediment, (fear of) Loss of Benefits, was the only impediment on which Employed and Not Employed respondents differed significantly, probably, of course, because the Not Employed respondents had more benefits to lose (see Table 7-c).

Table 7-g Personal Characteristics by Employment Status

	EMPLOYMENT STATUS			
	(1)		(2)	
	EMPLOYED		NOT EMPLOYED	
G. EDUCATION INTEREST/IMPEDIMENTS	Total=144		Total=129	
	N	%	N	%
Interest* in Educational Enrollment				
Business or Trade School	52	36.1%	63	48.8%
Comm. Coll. (Lib. Arts)	43	29.9%	64	49.6%[1]
Comm. Coll. (Voc. Ed. Female)	50	34.7%	61	47.3%
Comm. Coll. (Voc. Ed. Male)	22	15.3%	31	24.0%
Four Year Coll. (Lib. Arts)	44	30.6%	56	43.4%
Four Year Coll. (Other Major)	70	48.6%	61	47.3%
Impediments** to Educational Enrollment				
Lacking Funds	110	76.4%	92	71.3%
Child Care	95	66.0%	80	62.0%
Lack of Knowledge	48	33.3%	51	39.5%
Personal Pressure	56	38.9%	38	29.5%
Lose Benefits	31	21.5%	58	45.0%[1]
Personal Skills	39	27.1%	50	38.8%
Transportation	17	11.8%	40	31.0%
Lack Interest	18	12.5%	9	7.0%
Physical Disability	2	1.4%	7	5.4%
Health	5	3.5%	12	9.3%

* "Somewhat" or "Very Interested"
** "Problem" or "Important Problem"

H. EMPLOYMENT INTERESTS/ACHIEVEMENTS

Job Area of Interest

The Job Area of Interest data in Table 7-h indicate that the highest proportion of both Employed and Not Employed respondents expressed an interest in Human Service jobs (60% and 57%, respectively). High proportions of both groups (40% to 52%) also indicated interest in Self-Employment, Public Service, and Business jobs. Approximately a quarter of both groups expressed an interest in Hotel Industry and a variety of miscellaneous Other jobs. Less than 20% of both groups were interested in Secretarial, Trade/Technology, or Agriculture jobs. The Job Interest indicated by Employed and Not Employed respondents did not differ significantly on any of the job areas indicated.

Current Job

The Current job data in Table 7-h indicate that 40% of the Employed respondents were employed as Laborers/Clerk/Sales type positions; 18% were employed in Management/Business/Professional type jobs; 17% were employed in Human Service/Mechnical type jobs; 1% were Self-Employed; 7% were employed in Other types of jobs; and 16% did not indicate the type of job in which they worked.

Table 7-h Personal Characteristics by Employment Status

	EMPLOYMENT STATUS			
	(1)		(2)	
	EMPLOYED		NOT EMPLOYED	
H. EMPLOYMENT INTERESTS/ACHIEVEMENTS	Total=144		Total=129	
	N	%	N	%
Job Area of Interest				
Human Service	87	60.4%	73	56.6%
Self Employed	58	40.3%	67	51.9%
Public Service	62	43.1%	53	41.1%
Business	62	43.1%	51	39.5%
Hotel Industry	41	28.5%	34	26.4%
Secretarial	23	16.0%	20	16.0%
Trade/Technical	18	12.5%	21	16.3%
Agriculture	11	7.6%	17	13.2%
Other Areas	30	20.8%	28	22.0%
Current Job				
Laborer/Clerk/Sales	58	40.3%	--	--
Mgmt./Bus./Professional	26	18.1%	--	--
Human Service/Medical	25	17.4%	--	--
Self-Employed	2	1.4%	--	--
Other	10	6.9%	--	--
No Response	23	16.0%	--	--

I. TRAINING NEEDS

Career Training Needs

The Career Training needs data in Table 7-i show that the highest percentage of both Employed and Not Employed respondents indicated a need for training in (how to) present their Job Skills (50% vs. 64%, respectively). Moreover, a higher percentage of Not Employed than Employed respondents indicated a need for training in all categories presented, except for "Other Career Training". There were only two types of training, however, on which Employed and Not Employed respondents differed significantly. Significantly more Not Employed than Employed respondents indicated a need for training in (how to) Find One's Job Skills (53% vs. 34%, respectively), and in (how to) Obtain needed Training (52% vs. 33%, respectively). A high percentage of both groups indicated a need for training in (how to) Support One's Self through College (43% of the Employed and 51% of the Not Employed respondents).

Other Training Needs

The Other Training Needs data in Table 7-i indicate that the need for training in Personal Growth and in Surviving On a Budget were highly endorsed by both Employed and Not Employed respondents (60% vs. 58% and 57% vs. 54%, respectively). High percentages of both groups also endorsed the need for training in (how to find) Housing and in (how to) Understand Regulations (42% to 47%). Least endorsement, again by both groups, was given to Infant Care and Other training (1% to 7%). More, but not significantly more, Employed than Not Employed respondents expressed a need for Training in (how to) Handle Adolescents (42% vs. 26%, respectively); and more, but not significantly more, Not Employed than Employed respondents expressed a need for training in how to deal with Transportation problems (32% vs. 11%, respectively). More generally, however, Employed and Not Employed respondents did not indicate significantly different "Other Training Needs" on this survey instrument.

Table 7-i Personal Characteristics by Employment Status

	EMPLOYMENT STATUS			
	(1)		(2)	
	EMPLOYED		NOT EMPLOYED	
I. TRAINING NEEDS	Total=144		Total=129	
	N	%	N	%
Career Training Needs				
Presenting Skills	72	50.0%	82	63.6%
Support Self through College	62	43.1%	66	51.2%
Finding Job Skills	49	34.0%	68	52.7%[1]
Obtaining Training (how to)	46	31.9%	67	51.9%[1]
Training for Specific Job	37	25.7%	50	38.8%
Choosing a Major	35	25.3%	40	31.0%
Enrolling in College	17	11.8%	24	18.6%
Other Career Training	14	9.7%	4	3.1%
Other Training Needs*				
Personal Growth	86	59.7%	75	58.1%
Surviving on a Budget	82	56.9%	69	53.55
Housing	61	42.4%	60	46.5%
Understanding Regulations	60	41.7%	60	46.5%
Handling Adolescents	60	41.7%	33	25.6%
Transportation Strategies	16	11.1%	41	31.8%
Caring for Infants	1	0.7%	8	6.2%
Other Training	10	6.9%	7	5.4%

* "Need" or "Need Most"

J. IMMEDIATE NEEDS

Basic Needs

The Basic Needs data in Table 7-j show the highest proportions of both Employed and Not Employed respondents indicated a need for Living Expenses (54% and 57%, respectively), and for Housing (40% vs. 48%, respectively). The higher percentages of Not Employed vs. Employed respondents indicating a need for Food and Clothing were not statistically different; indeed, the Employed and Not Employed respondents did not differ significantly on any of the Basic Needs presented.

Support Needs

The Support Needs data in Table 7-j show that the highest percentage of both the Employed and Not Employed respondents indicate a need for Child Care (41% and 50%, respectively). The Employed respondents indicated more, but not significantly more, need for Legal Information and Medical Assistance, while the Not Employed respondents indicated more, but not significantly more, need for Transportation and Community Information. Again, however, the Employed and Not Employed respondents did not differ significantly on any of the (Support) needs presented.

Career Needs

The Career Needs data in Table 7-j show that the Career Need most often indicated by both the Employed and Not Employed respondents was the need for Personal Development (48% and 54%, respectively). Career Counseling was also frequently mentioned (by 32% of the Employed and 45% of the Not Employed respondents). More, but not significantly more, Not Employed respondents mentioned the need for Job training (41%) and for a High School Diploma (17%). The only Career Need on which Employed and Not Employed respondents differed significantly was, understandably, the need for Job Placement (22% vs. 49%, respectively).

Table 7-j Personal Characteristics by Employment Status

	EMPLOYMENT STATUS			
	(1)		(2)	
	EMPLOYED		NOT EMPLOYED	
J. IMMEDIATE NEEDS	Total=144		Total=129	
	N	%	N	%
Basic Needs				
Living Expenses	78	54.2%	73	56.6%
Housing	57	39.6%	62	48.1%
Food	43	29.9%	48	37.2%
Clothing	41	28.45	51	39.5%
Support Needs				
Child Care	59	41.0%	65	50.4%
Legal Information	48	33.3%	39	30.2%
Transportation	29	20.1%	50	38.8%
Medical Assistance	45	31.3%	33	25.6%
Community Information	36	25.0%	34	26.4%
Career Needs				
Personal Development	69	47.9%	69	53.5%
Career Counseling	46	31.9%	58	45.0%
Job Placement	32	22.2%	63	48.8%[1]
Job Training	36	25.0%	53	41.1%
High School Diploma	9	6.3%	22	17.15

Figure 6.5

Summary of Major EMPLOYMENT STATUS Findings

CHARACTERISTICS	INTERESTS/NEEDS
Significantly more NOT EMPLOYED respondents:	Significantly more NOT EMPLOYED respondents:
- were Homemakers (41% vs 1%) - worked at home (i.e. did housework) (61% vs 29%) - needed to Develop their (job) skills (63% vs 35%) - had monthly income of less than $500 (40% vs 11%) - received AFDC benefits (49% vs 21%)	- were interested in enrolling in a Community College Liberal Arts program (50% vs 30%) - saw fear of "Losing Benefits" as an independent to enrilling in an educational program (45% vs 22%) - indicated a need for training in how to find one's job skills (53% vs 34%) - indicated a need for training in how to Find (appropriate) Training (52% vs 32%) - indicated a need for Job Placement (49% vs 22%)
Significantly more EMPLOYED respondents:	Significantly more EMPLOYED respondents:
- were Single Parents (91% vs 73%) - were Divorced, Separated, or Widowed (77% vs 51%) - had school aged children (65% vs 46%)	N/A

BENEFIT STATUS

SINGLE PARENT/HOMEMAKER NEEDS SURVEY FINDINGS
BY BENEFIT STATUS

Subgroup Characteristics*

A. PERSONAL CHARACTERISTICS

Sex
The Gender data in Table 8-a indicate the preponderance of respondents in all four Benefit Status categories was female, i.e. 93% of the AFDC, 93% of the Child Support, 90% of the "Other" Benefits category, and 92% of the No Benefits category were female.

Age
The Age data in Table 8-a indicate that except for the recipients of "Other" benefits, the highest percentage in each of the other categories were between 30-39 years of age, i.e. 37% of those receiving AFDC, 32% of those receiving Child Support and 31% of those receiving No Benefits. Those receiving "Other" benefits tended to be older (i.e. 40 and over). All categories of respondents, however, tended to have high "no response" noted on this item (didn't want to divulge their age). At any rate, the percentages receiving AFDC and No Benefits did not differ significantly for any of the age categories, including the no-response category.

Ethnicity
The Ethnicity data in Table 8-a indicate that the preponderance of those receiving benefits were Caucasian, i.e. 36% receiving AFDC, 53% receiving Child Support, and 44% receiving "Other" benefits were Caucasian. A large, not significantly different, percentage of those not receiving benefits, however, were also Caucasian (46%). The second highest percentage receiving AFDC benefits was Hawaiian/Part Hawaiian (26%), while the second highest percentage receiving "Other" benefits was the "Other", miscellaneous group of respondents (20%). Among those receiving No Benefits, Japanese respondents constituted the second largest percentage (21%). At base, however, the percentages of respondents receiving AFDC benefits and No Benefits did not differ significantly for _any_ of the ethnic groups listed.

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* While the percentages in all four benefit status categories will be presented in this section, only significant differences between the No Benefits (None) and AFDC categories will be discussed.

Table 8-a Personal Characteristics by Benefit Status

	BENEFIT STATUS							
	(1)		(2)		(3)		(4)	
	NONE		AFDC		CHILD SUPPORT		OTHER	
A. PERSONAL CHARACTERISTICS	Total=78		Total=73		Total=53		Total=69	
	N	%	N	%	N	%	N	%
Sex								
Female	72	92.3%	68	93.2%	49	92.5%	62	89.9%
Male	4	5.1%	2	2.7%	4	7.6%	6	11.1%
No Response	2	2.6%	3	4.1%	-	--	1	6.7%
Age								
18-29 yrs.	12	15.4%	22	30.1%	5	9.4%	15	21.7%
30-39 yrs.	24	30.8%	27	37.0%	17	32.1%	16	23.2%
40+ yrs.	22	28.2%	6	8.2%	12	22.6%	19	27.55
No Response	20	25.6%	18	24.7%	19	35.9%	19	27.5%
Ethnicity								
Caucasian	36	46.2%	26	35.6%	28	52.8%	30	43.5%
Hawaiian/Pt.	11	14.1%	19	26.0%	5	9.4%	12	17.4%
Other	10	12.8%	14	19.2%	8	15.1%	14	20.3%
Japanese	16	20.5%	4	5.5%	9	17.0%	6	8.7%
Filipino	1	1.3%	7	9.6%	3	5.7%	4	5.8%
No Response	3	8.9%	3	4.1%	-	--	3	4.3%

B. FAMILY CHARACTERISTICS

Single Parent/Homemaker Status

The Single Parent/Homemaker data in Table 8-b indicate that a sizable proportion of each Benefit Status category were Single Parents, i.e. 86% of those receiving AFDC, 96% of those receiving Child Support, and 81% of those receiving "Other" benefits. Seventy-one percent (71%) of those receiving No Benefits were Single Parents. Homemakers were more prevalent among those receiving AFDC benefits (32%) than among those receiving Child Support (11%) or "Other" benefits (19%).

Significantly more AFDC than "No Benefits" receivers were Single Parents (86% vs. 71%, respectively. There were, however, no significant differences in the proportion of Homemakers in these two groups.

Homemaker Characteristics

The Homemaker Characteristic data in Table 8-b indicate that the highest proportion of AFDC receivers, almost by definition, "Worked at Home" (i.e. non-reimbursed); the highest proportion of Child Support receivers (57%) "Lost Financial Security"; and the highest proportion of "Other Benefits" receivers (54%) indicated a Need to Develop Skills. The highest percentage of Non Benefit Receivers also indicated a Need to Develop Skills. Non Benefit receivers were not significantly different from AFDC receivers in the proportion needing to Develop Skills or in the percentages reporting Lost Financial Security. They were significantly different, however, in that significantly fewer Non Benefit receivers than AFDC receivers indicated they did primarily non-reimbursed housework (32% vs. 60%, respectively).

Marital Status

The Marital Status data in Table 8-b indicate a large proportion of all Benefit Status groups were Uncoupled (i.e. Divorced, Separated, or Widowed); i.e. 49% of the AFDC recipients, 89% of those receiving Child Support; and 65% of those receiving "Other Benefits" were Uncoupled. A large proportion of only one group, AFDC recipients reported they were Single (45%). A large percentage of the respondents NOT receiving benefits were also Uncoupled (63%). There were no statistical differences, however, between those not receiving benefits and those receiving AFDC benefits on any of the Marital Status categories.

Children

The Age of Children data in Table 8-b indicate that the respondents who received AFDC Benefits had significantly more Preschool Age Children than did those who received No Benefits (51% vs. 24%, respectively); and they had fewer, but not significantly fewer, Children of Age 18 or more (7% vs. 22%, respectively). The highest (and about equal) percentage of both groups had School Age Children (53%).

Table 8-b Personal Characteristics by Benefit Status

	BENEFIT STATUS							
	(1)		(2)		(3)		(4)	
	NONE		AFDC		CHILD SUPPORT		OTHER	
B. FAMILY CHARACTERISTICS	Total=78		Total=73		Total=53		Total=69	
	N	%	N	%	N	%	N	%
Single Parent/Homemaker Status								
Single Parent	55	70.5%	63	86.3%[1]	51	96.2%	56	81.2%
Homemaker	13	16.7%	23	31.5%	6	11.3%	13	18.8%
Displaced Homemaker	--	--	4	5.5%	-	--	3	5.7%
Homemaker Characteristics								
Worked at Home	25	32.1%	44	60.3%[1]	19	35.9%	32	46.4%
Need to Develop Skills	29	37.2%	43	58.9%	21	39.6%	37	53.6%
Lost Financial Security	24	30.8%	31	42.5%	30	56.6%	31	44.9%
Marital Status								
Single	16	20.5%	33	45.2%	6	11.3%	19	27.5%
Married	11	14.1%	2	2.7%	-	--	4	5.8%
Uncoupled	49	62.8%	36	49.3%	47	88.7%	45	65.2%
Divorced	34	43.7%	26	35.6%	41	77.4%	23	33.3%
Separated	11	14.1%	10	13.7%	6	11.3%	10	14.5%
Widowed	4	5.1%	--	--	-	--	12	22.2%
Children								
Preschool	19	24.4%	37	50.7%[1]	16	30.2%	24	34.8%
School Age	41	52.6%	39	53.4%	35	66.0%	38	55.1%
Over 18 yrs.	17	21.8%	5	6.8%	5	9.4%	17	24.6%

C. ECONOMIC CHARACTERISTICS

Employment

The Employment data in Table 8-c indicate that 32% of the respondents receiving AFDC benefits, 79% of those receiving Child Support, and 45% of those receiving "Other" benefits reported they were Currently Employed, with more AFDC respondents reporting Part-Time employment (22%), more Child Support receivers reporting Full-Time employment (57%), and nearly equal proportions of those receiving "Other" benefits reporting Full-Time and Part-Time employment (25% vs. 19%, respectively).

The respondents NOT receiving benefits were significantly more likely than AFDC recipients to be Employed (62% vs. 32%) and to be employed Full-Time (46% vs. 6%).

Income

The Monthly Income data in Table 8-c indicate the highest proportion of respondents receiving AFDC (44%) reported monthly incomes of Less than $500; the highest proportion receiving Child Support (34%) reported monthly incomes in excess of $1,500; and the highest proportion of those receiving "Other" benefits (44%), reported monthly incomes of Between $500 and $1,000.

Significantly more of the respondents who received No Benefits than those who received AFDC benefits reported monthly incomes in Excess of $1,500 (27% vs. 0%, respectively). On no other income level, however, did respondents NOT receiving benefits and those receiving AFDC benefits differ statistically.

Benefits

The Benefits data in Table 8-c indicate that none of the respondents in this sample who received AFDC benefits also received Child Support, and vice versa. Moreover, 29% of those receiving "Other" benefits also received AFDC, and 29% also received Child Support, and half of the respondents indicate they received benefits not listed; e.g. education grants (Pell, etc.) unemployment benefits; other-than military retirement, etc.

Table 8-c Personal Characteristics by Benefit Status

	BENEFIT STATUS							
	(1)		(2)		(3)		(4)	
	NONE		AFDC		CHILD SUPPORT		OTHER	
C. ECONOMIC CHARACTERISTICS	Total=78		Total=73		Total=53		Total=69	
	N	%	N	%	N	%	N	%
Employment								
Employed	48	61.5%[2]	23	31.5%	42	79.2%	31	44.9%
Full-time	36	46.2%[2]	4	5.5%	30	56.6%	17	24.6%
Part-time	8	10.3%	16	21.9%	8	15.1%	13	18.8%
No Response	4	5.1%	3	4.1%	4	7.5%	1	1.4%
Income								
$500/mo	12	15.4%	32	43.8%	9	17.0%	14	20.3%
$500-$1000/mo	16	20.5%	28	38.4%	9	17.0%	30	43.5%
$1000-$1,500/mo	16	20.5%	1	1.4%	15	28.3%	13	24.1%
$1,500/mo	21	26.9%[2]	-	--	18	34.0%	7	13.0%
No Response	13	16.7%	12	16.4%	2	3.8%	5	7.2%
Benefits								
AFDC	--	--	73	100%	--	--	20	29.0%
Child Support	--	--	--	--	53	100%	20	29.0%
Social Security	--	--	2	2.7%	3	5.7%	15	21.7%
Temporary Alimony	--	--	2	2.7%	4	7.6%	10	14.5%
Veteran's Benefits	--	--	1	1.4%	1	1.9%	5	9.3%
Pension	--	--	1	1.4%	-	--	4	7.4%
Other Benefits	--	--	16	21.9%	9	17.0%	27	50.0%

D. GEOGRAPHIC LOCATION

Location

The Geographic Location data in Table 8-d indicate that the highest proportions of all benefit status groups comes from Oahu, and the highest proportions on Oahu come from Honolulu; e.g. 60% of the AFDC recipients, 89% of those receiving Child Support, and 74% of those receiving "Other" benefits came from Oahu, along with 72% of those Not receiving benefits; and 33% of the AFDC, 59% of the Child Support, and 33% of the "Other" benefits recipients came form Honolulu; along with 32% of those NOT receiving benefits.

Table 8-d Personal Characteristics by Benefit Status

	BENEFIT STATUS							
	(1)		(2)		(3)		(4)	
	NONE		AFDC		CHILD SUPPORT		OTHER	
D. GEOGRAPHIC LOCATION	Total=78		Total=73		Total=53		Total=69	
	N	%	N	%	N	%	N	%
Location								
Honolulu	25	32.1%	24	32.9%	31	58.5%	23	33.3%
Windward Oahu	18	23.1%	8	11.0%	8	15.1%	11	16.0%
Leeward Oahu	8	10.3%	10	13.7%	3	5.7%	13	18.8%
Central Oahu	5	6.4%	2	2.7%	5	7.4%	4	7.4%
OAHU	56	71.8%	44	60.3%	47	88.7%	51	73.9%
Hawaii	11	14.1%	11	15.1%	1	6.7%	5	7.2%
Maui	2	2.6%	7	9.6%	1	6.7%	4	5.8%
Kauai	1	1.3%	3	4.1%	-	—	2	3.7%
NEIGHBOR ISLANDS	14	17.9%	21	28.8%	2	3.8%	11	15.9%
No Response	8	10.3%	8	11.0%	4	7.6%	7	10.1%

E. EDUCATIONAL BACKGROUND/STATUS

Educational Background

The Educational Background data in Table 8-e show that high proportions of all benefit status groups indicated High School Completion (84% of AFDC receivers, 91% of Child Support receivers; and 93% of "Other" benefits receivers). Ninety percent (90%) of those Not receiving benefits reported completing High School. The second highest percentage among AFDC and "Other" benefits receivers indicated they completed a Community College program (14% and 23%, respectively). Among Child Support receivers, the second highest proportion (34%) completed a Four Year College program. The second highest proportion among Non-Benefit receivers (22%) also reported completing a Four Year College program.

No significant differences in educational background were found between the AFDC recipients and Non benefit recipients in this sample.

Current Educational Status

The Enrollment data in Table 8-e indicate that 48% of the recipients receiving AFDC benefits, 25% of those receiving Child Support, and 41% of those receiving "Other" benefits are currently enrolled in a formal educational program; moreover, 34% of the AFDC receivers, 8% of the Child Support receivers, and 19% of the "Other" benefits receivers are enrolled Full-Time.

While more AFDC receivers than non-receivers reported both more Enrollment (48% vs. 23%, respectively) and Full-Time Enrollment (34% vs. 8%), these differences were not large enough to reach statistical significance.

Table 8-e Personal Characteristics by Benefit Status

	BENEFIT STATUS							
	(1)		(2)		(3)		(4)	
	NONE		AFDC		CHILD SUPPORT		OTHER	
E. EDUCATION BACKGROUND/STATUS	Total=78		Total=73		Total=53		Total=69	
	N	%	N	%	N	%	N	%
Educational Background								
High School	70	89.7%	61	83.6%	48	90.6%	64	92.8%
Trade School	5	6.4%	7	9.6%	5	9.4%	6	8.7%
Community College	10	12.8%	10	13.7%	6	11.3%	16	23.2%
Four Year College	17	21.8%	5	6.9%	18	34.0%	13	18.8%
Graduate School	5	6.4%	-	--	8	15.1%	6	8.7%
Other	5	6.4%	5	6.9%	6	11.3%	9	13.0%
Current Educational Status								
Enrolled	18	23.1%	35	48.0%	13	24.5%	28	40.6%
Full-Time	6	7.7%	25	34.3%	4	7.6%	13	18.8%
Part-Time	10	12.8%	6	8.2%	9	17.0%	12	17.4%
No Response	2	2.6%	4	5.5%	-	--	3	4.3%

F. EDUCATIONAL INSTITUTION/MAJOR AREA OF STUDY

Educational Institution

The Educational Institution data in Table 8-f indicate that by far the largest proportion of current enrollment is at the Community College Level, i.e. 34% of the respondents receiving AFDC benefits, 9% of those receiving Child Support; and 26% of those receiving "Other" benefits were currently enrolled at a Community College. Moreover, the difference in Community College enrollment between AFDC recipients and Non Benefit recipients (34% vs. 17%) was not large enough to reach statistical significance.

Major Area of Study

The Major Area of Study data in Table 8-f indicate that the highest proportions of AFDC recipients majored in Social Science/Humanities/Liberal Arts (12%) and Health/Human Development/Nursing (11%); while the highest proportion of Child Support recipients majored in Business/Accounting/Finance (9%); and the highest proportions of "Other" benefits recipients (12%) majored in a variety of areas not indicated above, e.g. Trainer, Criminal Justice, etc.

The highest proportion of Non benefit recipients (9%) also majored in "Other" types of majors, but more importantly, they did not differ significantly from AFDC recipients on any Major Area of Study category.

Table 8-f Personal Characteristics by Benefit Status

	BENEFIT STATUS							
	(1)		(2)		(3)		(4)	
F. EDUCATIONAL INSTITUTION/ MAJOR AREA OF STUDY	NONE		AFDC		CHILD SUPPORT		OTHER	
	Total=78		Total=73		Total=53		Total=69	
	N	%	N	%	N	%	N	%
Educational Institution								
Community College	13	16.7%	25	34.2%	5	9.4%	18	26.1%
Honolulu CC	1	1.3%	6	8.2%	2	3.8%	3	4.3%
Kapioloani CC	5	6.4%	6	8.2%	2	3.8%	6	8.7%
Leeward CC	2	2.6%	2	2.7%	-	---	4	5.8%
Windward CC	-	---	2	2.7%	1	1.9%	1	1.4%
Hawaii CC	4	5.1%	4	5.5%	-	---	1	1.4%
Maui CC	1	1.3%	4	5.5%	-	---	2	2.9%
Kauai CC	-	---	1	1.4%	-	---	1	1.4%
Four Year/University	1	1.3%	-	---	3	5.7%	2	2.9%
Other	2	2.6%	3	4.1%	3	5.7%	5	7.2%
No Response	2	2.6%	7	9.6%	2	3.8%	3	4.3%
Major Area of Study								
General (Soc Sci/Hum/Lib Arts)	6	7.7%	9	12.3%	1	1.9%	5	7.2%
Health (Health/Hum Dev/Nurs/etc.)	2	2.6%	8	11.0%	3	5.7%	3	4.3%
Business (Bus/Acct/Fin/etc.)	1	1.3%	5	6.8%	5	9.4%	2	2.9%
Voc. Ed. (Hotel/Agri/etc.)	2	2.6%	7	9.6%	-	---	5	7.2%
Education	-	---	-	---	2	3.8%	1	1.4%
Other	7	9.0%	3	4.1%	1	1.9%	8	11.6%
No Response	-	---	3	4.1%	1	1.9%	4	5.8%

G. EDUCATION INTERESTS/IMPEDIMENTS

Interest in Educational Enrollment

The Interest in Educational Enrollment data in Table 8-g indicate, first of all, that the AFDC receiving respondents showed the highest overall interest in Educational Enrollment, i.e. a higher percentage of AFDC recipients indicated an interest in enrollment for all educational institution categories. The greatest percentage of AFDC respondents (58%) indicated an interest in enrolling in a Business or Trade School and in a Four Year College in a major other than Liberal Arts. The greatest percentage of respondents receiving Child Support and of those receiving "Other" benefits indicated an interest in enrolling in a Four Year College as well, and also in a major other than Liberal Arts. And the respondents who did not receive benefits, too, most often indicated an interest in enrolling in a Four Year College in "Other than a Liberal Arts" major.

Interest in Community College enrollment was higher, but not significantly higher, AFDC recipients than for Non benefit recipients, regardless of the major; i.e. 53% AFDC vs. 35% Non benefit recipients expressed an interest in Enrolling in a Community College Liberal Arts major; 55% vs. 35% expressed interest in enrolling in a traditionally Female Community College Voc. Ed. program; 29% vs. 9% expressed an interest in enrolling in a traditionally Male Community College Voc. Ed. program. This latter figure, which though not statistically significant, is encouraging, since more opportunities, not only for training, but for employment at an adequate wage afterward, are available for women enrolling in traditionaly male vocations.

The bottom line, however, is that interest in Educational Enrollment did not differ significantly for the AFDC benefit receivers and Non-benefit receivers in this study.

Impediments To Educational Enrollment

The Impediments To Educational Enrollment data in Table 8-g indicate that lack of Knowledge was the impediment mentioned by all Benefit Status groups, i.e. by 84% of those receiving AFDC benefits, by 83% of those receiving Child Support, by 78% of those receiving No Benefits; and by 74% of those Not receiving benefits. The Second most often mentioned impediment, again by all groups, was Lack of Funds (71% vs. 77%).

On only two of the ten impediments listed were there significant differences between AFDC recipients and Non benefit recipients. AFDC recipients were significantly more likely than Non benefit recipients to name Child Care (73% vs. 49%) and fear of Losing Benefits (63% vs. 8%) as likely impediments to their enrolling in a formal educational program.

Table 8-g Personal Characteristics by Benefit Status

	BENEFIT STATUS							
	(1)		(2)		(3)		(4)	
	NONE		AFDC		CHILD SUPPORT		OTHER	
G. EDUCATION INTEREST/IMPEDIMENTS	Total=78		Total=73		Total=53		Total=69	
	N	%	N	%	N	%	N	%
Interest in Educational Enrollment*								
Business or Trade School	29	37.2%	42	57.5%	15	28.3%	29	42.0%
Comm. Coll. (Lib. Arts)	27	34.6%	39	53.4%	12	22.6%	29	42.0%
Comm. Coll. (Voc. Ed. Female)	27	34.6%	40	54.8%	15	24.5%	31	44.9%
Comm. Coll. (Voc. Ed. Male)	7	9.0%	21	28.8%	7	13.2%	18	26.1%
Four Year Coll. (Lib. Arts)	26	33.3%	34	46.6%	15	28.3%	25	36.2%
Four Year Coll. (Other Major)	34	43.6%	42	57.5%	21	39.6%	34	49.3%
Impediments to Educational Enrollment**								
Lacking Funds	55	70.5%	56	76.7%	39	73.6%	52	75.4%
Child Care	38	48.7%	53	72.6%[1]	28	52.8%	49	71.0%
Lack of Knowledge	58	74.4%	61	83.6%	44	83.0%	54	78.3%
Personal Pressure	19	24.4%	27	37.0%	23	43.4%	25	36.2%
Lose Benefits	6	7.7%	46	63.0%[1]	10	18.9%	27	39.1%
Personal Skills	22	28.2%	26	35.6%	12	22.6%	29	42.0%
Transportation	12	15.4%	27	37.0%	4	7.5%	14	20.3%
Lack Interest	4	5.1%	12	16.4%	5	9.4%	6	8.7%
Physical Disability	2	2.6%	4	5.5%	1	1.9%	2	2.9%
Health	2	2.6%	5	6.8%	3	5.7%	7	10.1%

* "Somewhat" or "Very Interested"
** "Problem" or "Important Problem"

H. EMPLOYMENT INTERESTS/ACHIEVEMENTS

Job Area of Interest

The Job Interest data in Table 8-h show that the highest percentage of respondents in all four groups, about 60%, indicated an interest in Human Service Jobs. The second highest percentage of respondents receiving Child Support (47%) and "Other" benefits (54%) indicated an interest in Self-Employment, while the second highest percentage of AFDC recipients (53%) indicated an interest in Public Service jobs; and among those Not receiving any benefits (47%), Business was the second Job category likely to be chosen. Less tha 22% of all four groups indicated an interest in Secretarial, Trade/Technology, Agriculture and "Other" jobs. Except for those respondents receiving Child Support (15%), about a third of the other three groups (26% to 35%) indicated an interest in Hotel Industries jobs.

Overall, however, there were no significant differences in Area of Job Interest between respondents who received AFDC benefits and those who received No Benefits at all.

Current Job

The Current Job data in Table 8-h show that the highest percentage of respondents in all four groups indicated they were currently employed at Laborer/Clerk/Sales type jobs. The percentage receiving Child Support benefits, however, were appreciably higher than the percentages in the other groups (i.e. 42% vs. 21% of those Not receiving benefits, 16% receiving "Other" benefits; and 12% receiving AFDC benefits). Human Service/Medical type Jobs were reported second most often in the three "Benefit" groups, i.e. 4% of the AFDC recipients, 9% of the Child Support recipients, and 15% of the recipients of "Other" benefits reported current Human Service/Medical jobs. Management/Business/Professional type jobs were reported second most often by respondents who did not receive benefits (18%), and also by Child Support recipients (9%). While a higher percentage of all four groups (40% to 54%) indicated an interest in Self-Employment (see above), less than 2% of any group receiving benefits (or indeed, not receiving benefits) actually had obtained such a job.

Once again, respondents who received AFDC benefits and those who received No Benefits did not differ significantly, this time they did not differ significantly in the type of employment they attain.

Table 8-h Personal Characteristics by Benefit Status

	BENEFIT STATUS							
	(1)		(2)		(3)		(4)	
	NONE		AFDC		CHILD SUPPORT		OTHER	
H. EMPLOYMENT INTERESTS/ACHIEVEMENTS	Total=78		Total=73		Total=53		Total=69	
	N	%	N	%	N	%	N	%
Job Area of Interest								
Human Service	42	53.9%	44	60.3%	32	60.4%	42	60.9%
Self Employed	31	39.7%	32	43.8%	25	47.2%	37	53.6%
Public Service	23	29.5%	39	53.4%	21	40.0%	32	46.4%
Business	37	47.4%	29	39.7%	17	32.1%	30	43.5%
Hotel Industry	27	34.6%	22	30.1%	8	15.1%	18	26.1%
Secretarial	16	20.5%	8	11.0%	7	13.2%	12	17.4%
Trade/Technical	8	10.3%	13	17.8%	5	9.4%	13	18.8%
Agriculture	5	6.4%	9	12.3%	1	1.9%	13	18.8%
Other Areas								
Current Job								
Laborer/Clerk/Sales	16	20.5%	9	12.3%	22	41.5%	11	15.9%
Mgmt./Buss./Professional	14	17.9%	2	2.7%	5	9.4%	5	7.2%
Human Service/Medical	7	9.0%	3	4.1%	5	9.4%	10	14.5%
Self-Employed	-	--	1	1.4%	1	1.9%	--	--
Other	2	2.6%	5	6.8%	2	3.8%	1	1.4%
No Response	9	11.5%	3	4.1%	7	13.2%	4	5.8%

I. TRAINING NEEDS

Career Training Needs

The Career Training Needs data in Table 8-i show that the highest percentage of all four groups of respondents indicted a need for training in Presenting (their) Skill (to Employers); i.e. 60% of the respondents receiving AFDC benefits, 40% of those receiving Child Support, 70% of those receiving "Other" benefits, and 53% of those receiving No Benefits indicated such a need. The needs for training in how to Support (Oneself) through College, how to Find (One's) Job Skills, and (How To) Obtain Training were also indicated by large percentages (26% to 55%). Training in how to Enroll in College and in Other Careers were least endorsed in all groups (4% to 19%).

There were no significant differences in the Career Training needs indicated by respondents who received AFDC benefits and those who received No Benefits at all.

Other Training Needs

The Other Training needs data in Table 8-i show that training in Personal Growth and in (How To) Survive on a Budget were the two Other Training needs most frequently mentioned by respondents in all four Benefit Status groups, i.e. between 53% and 62% indicated training in Personal Growth was needed and between 51% and 59% indicated training in how to Survive on a Budget was needed. The need for training in (How To Find) Housing and in (How To) Understand Regulations were mentioned less frequently, but still at a high rate, i.e. between 42% and 47% indicated a need for training in (How To Find) Housing; and between 32% and 58% indicated a need for training in (How To) Understand Regulations. The AFDC recipients, by the way, was the group who endorsed this need most (58%). The needs for training in (How To) Handle Adolescents and in Transportation Strategies were endorsed less often by all four groups (between 13% and 38%). Least endorsed, again by all four groups, were the need for training in (How To) Care for Infants and Other Training Needs (this time the "Other Training Needs"), indicated by respondents who received AFDC benefits and by those who received No Benefits at all.

Table 8-i Personal Characteristics by Benefit Status

	BENEFIT STATUS							
	(1)		(2)		(3)		(4)	
	NONE		AFDC		CHILD SUPPORT		OTHER	
I. TRAINING NEEDS	Total=78		Total=73		Total=53		Total=69	
	N	%	N	%	N	%	N	%
Career Training Needs								
Presenting Skills	41	52.6%	44	60.3%	21	39.6%	48	69.6%
Support Self through College	32	41.0%	39	53.4%	21	39.6%	35	50.7%
Finding Job Skills	32	41.0%	30	41.1%	17	32.1%	38	55.1%
Obtaining Training (how to)	32	41.0%	36	49.3%	14	26.4%	31	44.9%
Training for Specific Job	16	20.5%	29	39.7%	11	20.8%	31	44.9%
Choosing a Major	22	28.2%	24	32.9%	14	26.4%	15	21.7%
Enrolling in College	15	19.2%	11	15.1%	6	11.3%	9	13.0%
Other Career Training	3	3.8%	4	5.5%	7	13.2%	4	5.8%
Other Training Needs*								
Personal Growth	47	60.3%	43	58.9%	28	52.8%	43	62.3%
Surviving on a Budget	44	56.4%	43	58.9%	29	54.7%	35	50.7%
Housing	34	43.6%	33	45.2%	25	47.2%	29	42.0%
Understanding Regulations	28	35.9%	42	57.5%	17	32.1%	33	47.8%
Handling Adolescents	25	32.1%	27	37.0%	15	28.3%	26	37.7%
Transportation Strategies	16	20.5%	21	28.8%	7	13.2%	13	18.8%
Caring for Infants	2	2.6%	5	6.8%	1	1.9%	1	1.4%
Other Training	3	3.8%	7	9.0%	2	3.8%	5	7.2%

* "Need" or "Need Most"

J. IMMEDIATE NEEDS

Basic Needs

The Basic Needs data in Table 8-j show that the highest percentage of respondents in each of the four Benefit Status groups indicated that Living Expenses was a Basic Need; i.e. 64% of the AFDC recipients, 51% of the Child Support recipients, and 61% of the recipients of "Other" benefits. Of those receiving No Benefits, 45% indicated Living Expenses to be a Basic need. Housing was also a Basic Need for all four groups, ranging from 40% of the Child Support recipients to 49% of the AFDC recipients. Slightly lower percentages indicated that Food (26% to 44%) and Clothing (23% to 41%) were Basic Needs.

There were no significant differences between AFDC recipients and Non-Benefit recipients on any of the four Basic Needs listed.

Support Needs

The Support Needs data in Table 8-j show that significantly more AFDC recipients than Non-Benefit recipients indicated a need for Child Care (84% vs. 31%) and Transportation (49% vs. 19%) services. No significant differences between these groups, however, were noted in the need for Legal Information (26% vs. 36%), Medical Assistance (31% vs. 21%) or Community Information (19% vs. 22%).

While the needs for Child Care and Legal Information were mentioned frequently by Child Support and Other Benefit recipients (49% vs. 39%, and 36% vs. 32%, respectively), the need for Medical Assistance predominates among the recipients of Other Benefits and among the recipients of No Benefits (44% and 31%, respectively).

Career Needs

The Career Needs data in Table 8-j show that the need for Personal Development was reported by the highest proportion of all four Benefit Status groups, i.e. 53% of the AFDC recipients, 47% of the Child Support recipients, 48% of the "Other" Benefits recipients, and 53% of the No Benefits respondents. Moderately high percentages of all four groups also indicated a need for Career Counseling (26% to 42%) Job Placement (21% to 48%), and Job Training (19% to 48%). Only the need for a High School Diploma was endorsed by a relatively low proportion of each group (i.e. 15% of the AFDC recipients, 8% of the Child Support recipients, 12% of the "Other" benefits recipients, and 10% of the No Benefits respondents.

The AFDC recipients differed significantly from the No Benefits respondents on only one of the Career needs presented. Significantly more AFDC recipients indicated a need for Job Training (48% vs. 19%, respectively).

Table 8-j Personal Characteristics by Benefit Status

	BENEFIT STATUS							
	(1)		(2)		(3)		(4)	
	NONE		AFDC		CHILD SUPPORT		OTHER	
J. IMMEDIATE NEEDS	Total=78		Total=73		Total=53		Total=69	
	N	%	N	%	N	%	N	%
Basic Needs								
Living Expenses	35	44.9%	47	64.4%	27	50.9%	42	60.9%
Housing	34	43.6%	36	49.3%	21	39.6%	28	40.6%
Food	24	30.8%	23	31.5%	14	26.4%	30	43.5%
Clothing	23	29.5%	30	41.4%	12	22.6%	27	39.1%
Support Needs								
Child Care	24	30.8%	47	64.4%[1]	26	49.1%	27	39.1%
Legal Information	20	25.6%	26	35.6%	19	35.8%	22	31.9%
Transportation	15	19.2%	36	49.3%[1]	11	20.8%	17	24.6%
Medical Assistance	24	30.8%	15	20.5%	9	17.0%	30	43.5%
Community Information	15	19.2%	23	31.5%	11	20.8%	21	30.4%
Career Needs								
Personal Development	41	52.6%	39	53.4%	25	47.2%	33	47.8%
Career Counseling	32	41.0%	29	39.7%	14	26.4%	29	42.0%
Job Placement	21	26.9%	30	41.1%	11	20.8%	33	47.8%
Job Training	15	19.2%	35	47.9%[1]	13	24.5%	26	37.7%
High School Diploma	8	10.3%	11	15.1%	4	7.5%	8	11.6%

Figure 6.6

Summary of Major BENEFIT STATUS Findings

CHARACTERISTICS	INTERESTS/NEEDS
Significantly more respondents who received AFDC BENEFITS:	Significantly more respondents who received AFDC BENEFITS:
- were Single Parents (86% vs 71%) - worked at home (i.e. did housework) (60% vs 32%) - had preschool children (51% vs 24%)	- indicated that the following were impediments to enrolling in an educational institution: - (Lack of) Child Care (73% vs 49%) - (Fear of) Loss of Benefits (63% vs 8%) - indicated that the following were immediate needs: - Child Care (64% vs 31%) - Transportation (49% vs 19%) - Job Training (48% vs 19%)
Significantly more respondents who received NO BENEFITS:	Significantly more respondents who received NO BENEFITS:
- were Employed (62% vs 32%) - were Employed Full-time (46% vs 6%) - had Monthly Income of more than $1,500/month (27% vs 0%)	N/A

VII CONCLUSIONS

VII CONCLUSIONS

In this chapter, the major conclusions concerning the vocational education related needs of Hawaii's single parents/homemakers are presented, along with a summary of supporting data for each. Also presented are specific "answers" to the 24 "questions for assessment" given in Chapter I of this report.

GENERAL CONCLUSIONS

Conclusion 1: The major conclusion of this report is that the need for adequate/affordable/convenient day care services among single parents is both widespread and at the core of many other problems, not least of which is the impediment it poses to the pursuit of post-secondary education.

Without adequate day care services, it is difficult for single parents to go to school; it is difficult to participate in a training program; it is difficult to look for a job, let alone hold one. It is difficult to navigate emotionally without some respite from one's children. Without some respite it is difficult not to border on abuse of the parent's prerogative.

The indicators that day care is an important (and widespread) need among single parents are substantial:

-21 of the 23 services agency administrators interviewed (i.e. 91%) indicated that the day care services was either a "major gap" and/or a "service priority"
REF: Chap. V (page 98)

-6 of the 7 Community College administrators interviewed (i.e. 86%) indicated that child care was either a "major gap" and/or a "service priority"
REF: Chap. IV (page 69)

-149 of the 273 single parents/homemakers who responded to the Needs Assessment Questionnaire (i.e. 55%) indicated that

lack of child care was an impediment to their post-secondary enrollment
REF: Table 1-g (page 123)

-124 of the 273 single parents/homemakers who responded to the Needs Assessment Questionnaire (i.e. 45%) indicated that child care was a support need for single parents/homemakers
REF: Table 1-j (page 129)

-the PATCH Network administrator indicated that there are fewer than 400 day care spaces licensed for children under 2 years of age statewide; yet approximately 3/4 of the calls to PATCH are for day care services for children under two
REF: Chap. V (page 84)

Conclusion 2: The second major conclusion of this report is that "lack of access" (physical, economic, and/or emotional) is also a major deterent to the pursuit of post-secondary education, vocational and otherwise.

As indicated above, "lack of access" refers to lack of physical access (e.g. lack of transportation, especially in rural areas); lack of economic access (e.g. lack of money for books, tuition, etc.); and/or lack of emotional access (e.g. poor self-concept, fear of losing needed benefits, etc.).

Again, data substantiating these needs come from a variety of sources.

Lack of Physical Access

Transportation was mentioned as an important need:

- on Kauai (JTPA program) REF: Fig. 5.6 (page 94)
- on Maui (YWCA) REF: Fig. 5.5 (page 90)
  (ALU LIKE) REF: Fig. 5.5 (page 90)
- on the Big Island
  (Family Support Service) REF: Fig. 5.4 (page 86)

  (Kona-JTPA) REF: Fig. 5.3 (page 82)
- on Oahu (Pono Pohai) REF: Fig. 5.3 (page 82)
  (SPAN) REF: Fig. 5.1 (page 75)

- 57 of the 273 single parent/homemaker respondents to the Needs Assessment Questionnaire indicated that "transportation" was an impediment to Educational Enrollment (21%) REF: Table 1-g (page 123)
- 79 of the 273 single parents/homemakers indicated that "transportation" was a Support Need (29%)
  REF: Table 1-j (page 129)

Lack of Economic Access

Economic need was mentioned as an important need:

- on Oahu (in all four Community College interviews)
  REF: Fig. 4.1 (page 64)
  (by JTPA Program) REF: Fig. 5.2 (page 78)
  (by Catholic Services REF: Fig. 5.2 (page 78)
- on Big Island (by Kona-JTPA) REF: Fig. 5.4 (page 86)
- on Maui (by ALU LIKE) REF: Fig. 5.5 (page 90)
  (by Queen Liliuokalani Trust) REF: Fig. 5.5 (page 90)
- on Kauai (by JTPA) REF: Fig. 5.6 (page 94)

More importantly, a need for some kind of "transition off of welfare" was specifically mentioned:

- on Oahu (SPAN) REF: Fig. 5.1 (page 75)
- (JTPA) REF: Fig. 5.2 (page 78)
  (Pono Pohai) REF: Fig. 5.3 (page 82)
- on Big Island (JTPA-Kona) REF: Fig. 5.4 (page 86)
- on Maui (YWCA) REF: Fig. 5.5 (page 90)

Overall, 89 of the 273 single parent/homemaker respondents to the Needs Assessment Questionnaire (33%) indicated that the fear of "losing benefits" was an impediment to educational enrollment.
REF: Table 1-g (page 123)

Conclusion 3: The third major conclusion of this report is that, overall, the services provided single parents are often fragmented, sometimes frustrating, and even fearful.

The key word here is "overall", for "services provided" refers to the total array of services that impinge on the single parent, and not just those delivered at the Community College

Fragmented: Data that services provided single parents/homemakers are "fragmented" come from many if not most of the interviews with service agency representatives. They tell of how single parents/homemakers go to one office for AFDC payments, another for housing, possibly arrange day care on their own, go to campus for counseling, classes, maybe a training or support program, etc.

Frustrating: It is easy to see how this can be frustrating, especially if child care is not, or not readily available. Moreover, 44% of the single parents/homemakers who responded to the Vocational Education needs Questionnaire indicated a need for training in "how to understand regulations".

REF: Table 1-i (page 127)

Fearful: The frustration turns to fear when a loss of needed benefits is threatened, and nearly two-thirds of the single parent/homemaker respondents who received AFDC benefits apparently live with this fear, i.e. 63% of the single parents/homemakers who received AFDC benefits indicated that "fear of losing benefits" was an impediment to enrolling in a post-secondary education program.

REF: Table 8-g (page 275)

It should be pointed out that sometimes these fears are unfounded, e.g. getting a tuition waiver may not result in loosing AFDC benefits. The point, however, is that the FEAR is real. And it is such fears that counseling programs can allay.

Conclusion 4: The fourth major conclusion of this report is that the services developed and provided for single parents at the Community Colleges sometime "miss the mark", often because of inadequate outreach and/or lack of systematic single parent/homemaker input.

While programs such a the "Women In Transition" programs at Leeward and Windward Community Colleges, the "Yes You Can" program at Maui Community College, and the Career Assistance for Re-Entry Students (CARES) program at Hawaii Community College seem NOT to have "missed the mark", child care services, for instance, are still wanting (indeed, funds needed for child care were denied several Community Colleges, e.g. Hawaii and Windward, as recently as last fall); and relatively few additional single parents have been identified.

It is interesting, by the way, that some (though not all) of the more dynamic single parent programs have been developed by persons who are themselves single parents. And it would be hard to imagine the present paucity of child care services if more single parents were involved in designing, developing and evaluating the programs developed for single parents. And along those lines, since single parent organizations/networks already exist, it might make sense for the Community Colleges to contract them to do any necessary outreach.

Conclusion 5: The fifth major conclusion of this report is that meeting the vocational education needs of an area will require a different "mix" of strategies, depending on whether the area has a high rate of single parents/homemakers, a high number, or both.

Because appropriate prevention strategies are almost always more cost effective in the long run than treatment strategies, it is important that they be systematically applied. Little attention to prevention strategies is so far evident in the Community

College programs, and understandably so: the emphasis on single parents/homemakers is new, treatment programs and services are badly needed, etc. The point, however, is that prevention strategies ae also needed, particularly in areas the percentage of single parents/homemakers is high or climbing.

TWENTY-FOUR QUESTIONS FOR ASSESSMENT "ANSWERED"

SINGLE PARENTS/HOMEMAKERS

Question 1: How many single parents/homemakers are there in Hawaii?

Accurate, current data were not found. Census data for 1980, however, indicate that 21,559 of the 294,052 households in Hawaii were headed by females with one or more children under 18 years of age, for a statewide rate of 7.3%.

Question 2: How are they distributed geographically?

Accurate, current data were not found. Census data for 1980, however, indicate that among the State's major geographic areas (see Figure 3.0, page 44), the percentages of Female Heads of Household were: (see Table 0.2, page 46)

3.3% for the Big Island (3,077/92,053)
2.5% for Leeward Oahu (2,761/110,938)
2.4% for the Neighbor Islands Combined (4,899/202,126)
2.1% for Kalihi-Palama (2,679/130,126)

1.4% for Kauai (566/39,082)
1.6% for Central Oahu (3,939/247,577)
1.6% for Windward Oahu (2,867/181,313)

1.9% for the State as a whole (21,313/902,504)

REF: Table 0.2, (page 46)

Selected percentages on Oahu were:

3.2% for the Waianae Coast (133/4,144)
2.8% for Waipahu (815/29,139)
2.3% for Wahiawa (395/16,911)
2.1% for Ewa Beach (297/14,369)

1.3% for Pearl City (539/42,575)
1.5% for Mililani Town (329/21,365)
1.6% for Aiea (618/38,879)

1.9% for Honolulu (6,844/365,048)

REF: Table 0.3, (page 48)

The increase in the number of persons in female headed households has increased appreciably in the period from 1970-74 to 1979-83.

66.6% increse for Leeward Oahu (n=4,290)
61.2% increse for Maui (n=2,640)
56.2% increase for Neighbor Islands Combined (n=6,637)
55.5% increase for the Big Island (n=3,186)
47.7% increase for Central Oahu (n=2,308)
47.7% increase for Windward (n=2,823)

18.5% increase for Kalihi Palama (n=1,274)
32.8% increase for Diamond Head (n=5,420)
39.7% increase for Oahu (n=16,115)

43.4% increase for Statewide (n=22,755)

REF: Table 0.4, (page 49)

Question 3: What are their major personal and family backgrounds?

Most of these data are not available for single parents/homemakers in the population. They are reported here for the 273 respondents who returned complete, codable survey forms before the cut off date for data processing. This will apply thru Question 15.

PERSONAL

Sex	91.9%	Female
	5.9%	Male
Age	20.1%	18-29 years
	30.8%	30-39 years
	21.6%	40+ years
	27.7%	No Response
Ethnicity	44.0%	Caucasian
	17.0%	Hawaiian/Part Hawaiian
	12.8%	Japanese
	5.5%	Filipino
	16.8%	Other

REF: Table 1-a, (page 111)

FAMILY

Single Parent	82.4%	Single Parent
	20.2%	Homemaker
Marital Status	6.2%	Married
	27.1%	Single
	64.8%	Uncoupled
	45.4%	Divorced
	13.1%	Separated
	5.9%	Widowed
Children	37.7%	Preschool
	56.0%	School Age
	16.1%	Over 18 years

REF: Table 1-b, (page 113)

Question 4: What are their economic and educational backgrounds?

ECONOMIC

Employment	50.8%	Employed
	31.9%	Full-Time
	16.5%	Part-Time
Income	24.5%	$500/month
	30.4%	$500-$1,000/month
	16.5%	$1,000-1,500/month
	16.9%	$1,500/month
	11.7%	No Response

Benefits	34.1%	AFDC
	26.7%	Child Support
	7.3%	Social Security
	5.9%	Temporary Alimony
	2.6%	Vets Benefits
	1.2%	Pension
	19.1%	Other Benefits
		No Benefits

REF: Table 1-c, (page 114)

EDUCATION

Background	89.0%	High School
	8.4%	Trade School
	15.4%	Community College
	19.4%	Four Year College
	7.0%	Graduate School

REF: Table 1-e, (page 118)

Question 5: What are their interests in educational enrollment/What are the impediments?

INTERESTS/IMPEDIMENTS

Interests	42.1%	Business or Trade School
	39.2%	Comm. Coll. (Lib. Arts)
	40.7%	Comm. Coll. (Voc. Ed. Female)
	19.4%	Comm. Coll. (Voc. Ed. Male)
	36.6%	Four Year Coll. (Lib. Arts)
	48.0%	Four Year Coll. (Other Major)
Impediments	74.0%	Lacking Funds
	54.6%	Child Care
	36.3%	Lack Knowledge
	34.4%	Personal Pressure
	32.6%	Lose Benefits
	32.6%	Personal Skills
	20.9%	Transportation
	9.9%	Lack of Interest
	3.3%	Physical Disability
	2.9%	Health

REF: Table 1-g, (page 122)

Question 6: In what institutions/majors do they tend to enroll?

INSTITUTIONS/MAJORS

Institutions	22.3%	Community Colleges:
	4.4%	Honolulu CC
	7.0%	Kapiolani CC
	2.7%	Leeward CC
	1.5%	Windward CC
	3.3%	Hawaii CC
	2.6%	Maui CC
	0.7%	Kauai CC
	2.2%	Four Year/Univ.
	4.8%	Other
Major	7.7%	General (Soc. Sci/Hum/Lib. Arts)
	5.9%	Health (Health/Hum Dev/Nurs/etc.)
	4.8%	Businesss (Bus/Acct/Fin/etc.)
	5.1%	Voc. Ed. (Hotel/Agri./ect.)
	1.1%	Education
	8.4%	Other

REF: Table 1-f, (page 121)

Question 7: What are the employment interests/achievements? What "benefits" do they receive?

EMPLOYMENT INTERESTS/ACHIEVEMENTS

Interests	58.6%	Human Service
	45.8%	Self Employed
	42.1%	Public Service
	41.4%	Business
	27.5%	Hotel Industry
	15.8%	Secretarial
	14.3%	Trade/Tech
	10.3%	Agriculture
	21.3%	Other Areas
Current Job	21.2%	Laborer/Clerk/Sales
	9.5%	Mgmt./Bus./Professional
	9.2%	Human Service/Medical
	0.7%	Self Employed
	3.7%	Other
	8.4%	No Response

REF: Table 1-b, (page 125)

Question 8: What are their training needs?

CAREER/OTHER TRAINING NEEDS

Career Training	56.4%	Presenting Skills
	46.9%	Support Self through College
	42.9%	Finding Job Skills
	41.4%	Obtaining Training (How To)
	31.9%	Training for Specific Job
	27.5%	Choosing a Major
	15.0%	Enrolling in College
	6.6%	Other Career Training
Other Training	59.0%	Personal Growth
	55.3%	Surviving on a Budget
	44.3%	Housing
	44.3%	Understanding Regulations
	34.1%	Handling Adolescents
	20.9%	Transportation Strategies
	3.3%	Caring for Infants
	6.2%	Other Training

REF: Table 1-i, (page 127)

Question 9: What are their "immediate" needs?

BASIC/SUPPORT/CAREER NEEDS

Basic Needs	55.3%	Living Expenses
	43.6%	Housing
	33.3%	Food
	33.7%	Clothing
Support Needs	45.4%	Child Care
	31.9%	Legal Information
	28.9%	Transportation
	28.6%	Medical Assistance
	25.6%	Community Information
Career Needs	50.5%	Personal Development
	38.1%	Career Counseling
	34.8%	Job Placement
	32.6%	Job Training
	7.0%	High School Diploma

REF: Table 1-j, (page 129)

SUBGROUPS OF SINGLE PARENTS/HOMEMAKERS

Question 10: What are some major differences noted between single parent and homemaker respondents?

CHARACTERISTICS

Single Parents

- Significantly more Single Parents (than Homemakers) were:
  - employed (58% vs. 42%)
  - employed Full-Time (36% vs. 0%)

Homemakers

- Significantly more Homemakers (than Single Parents):
  - needed to develop their skills (86% vs. 44%)
  - had monthly incomes of less than $500 (49% vs. 25%)

INTERESTS/NEEDS

Homemakers

- Significantly more Homemakers (than Single Parents):
  - indicated an interest in enrolling in a Community College liberal arts program (66% vs. 36%)
  - indicated a need for training in "How To obtain training" (64% vs. 40%)

REF: Figure 6.0, (page 150)

Question 11: Are there differences among Single Parents/ Homemakers from Commmunity Colleges, SPAN, and from Other Agencies?

CHARACTERISTICS

Community Colleges

- Significantly more Community College (than SPAN) respondents:
  - were married (23% vs. 0%)
  - worked at home; i.e. housework (66% vs. 36%)
- Significantly more Community College (than Other Agency) respondents:
  - were located on Oahu (72% vs. 24%)
  - were located in Leeward Oahu (26% vs. 0%)

- Significantly more Community College (than Span or Other Agency) respondents:
    - -were currently enrolled in a formal educational program (70% vs. 21% vs. 33%)
    - -felt they needed to develop their skills (80% vs. 36% and 46%)

SPAN

- Significantly more SPAN (than Community College) respondents:
    - -were Single Parents (91% vs. 57%)

- Significantly more SPAN (than Other Agency) respondents:
    - -had monthly incomes greater than $1,500 (25% vs. 0%)

- Significantly more SPAN (than Community College or Other Agency) respondents:
    - -were employed (67% vs. 38% and 26%)
    - -were employed Full-Time (47% vs. 8% and 13%)
    - -received Child Support payments (35% vs. 14% and 9%)

Other Agencies

- Significantly more Other Agency (than Community College) respondents:
    - -were Single Parents (89% vs. 58%)

- Significantly more Other Agency (than SPAN) respondents:
    - -had Preschool children (59% vs. 34%)

- Significantly more Other Agency (than Community College or SPAN) respondents:
    - -were located on the Neighbor Islands (67% vs. 22% vs. 2%)

INTERESTS/NEEDS

Community Colleges

- Significantly more Community College (than SPAN respondents:
    - -indicated an interest in enrolling in a Community College liberal arts program (61% vs. 20%)
    - -indicated a need for training in how to:
        - -obtain training (58% vs. 31%)
        - -find their skills (64% vs. 34%)
        - -present their skills (73% vs. 47%)
    - -indicated a need for:
        - -career counseling (53% vs. 31%)
        - -job training (47% vs. 23%)

Other Agencies

- Significantly more Other Agency (than SPAN) respondents:
    - -were interested in enrolling in:
        - -traditionally female voc. ed. programs at a Community College (65% vs. 34%)
        - -Other than liberal arts programs at a four year college (63% vs. 43%)
    - -indicated a need for training in how to:
        - -obtain training (59% vs. 31%)
    - -indicated a need for:
        - -job training (43% vs. 23%)
        - -transportation (48% vs. 24%)
        - -clothing (54% vs. 25%)

- Significantly more Other Agency (than Community College or SPAN) respondents:
    - -indicated the following impediments to enrolling in a formal educational program:
        - -lack of Child Care (65% vs. 40% and 45%)
        - -lack of transportation (44% vs. 17% and 18%)

REF: Figure 6.1, (page 122)

Question 12: Are there differences among Single Parents/ Homemakers from different geographic areas of the State?

While data for eight geographic areas (Diamond Head, Kalihi-Palama, Central Oahu, Leeward Oahu, Windward Oahu, the Big Island, Maui, and Kauai are reported throughout, because of the small number of respondents in some categories, the eight geographic areas are combined into two for this summary (Oahu and the Neighbor Islands).

CHARACTERISTICS

Neighbor Islands

- Significantly more Neighbor Island (than Oahu) respondents:
    - -received AFDC benefits (52% vs. 29%)

INTERESTS/NEEDS

Neighbor Islands

- Significantly more Neighbor Island (than Oahu) respondents:
    - -indicated an interest in enrolling in a traditionally female voc. ed. program at a Community College (60% vs. 39%)

- indicated a need for:
    - food (54% vs. 31%)
    - clothing (56% vs. 29%)

REF: Figure 6.2, (page 194)

Question 13: Are there differences among Single Parents/ Homemakers from different age groups?

CHARACTERISTICS

18-29 Years

- Significantly more 18-29 year old (than 40+ year old) respondents:
    - indicated a need to develop skills (67% vs. 39%)
    - had monthly incomes of less than $500 (46% vs. 12%)
    - received AFDC benefits (48% vs. 14%)

- Significantly more 18-29 year old (than 30-39 or 40+ year old) respondents:
    - were Single Parents (55% vs. 26% and 7%)

30-39 Years

- Significantly more 30-39 year old (than 18-29 year old) respondents:
    - were "uncoupled" (68% vs. 44%)
    - were divorced (54% vs. 24%)
    - lived on OOSC (37% vs. 4%)

40+ Years

- Significantly more 40+ year old (than 18-29 year old) respondents:
    - were "uncoupled" (86% vs. 44%)
    - were divorced (58% vs. 24%)
    - had monthly incomes of more than $1,500 (29% vs. 2%)
    - lives on Oahu (37% vs. 4%)
    - completed a four year college program (32% vs. 4%)

INTERESTS/NEEDS

18-29 Years

- Significantly more 18-29 year old (than 30-39 year old) respondents:
    - indicated a need for training in how to obtain training (58% vs. 35%)

- Significantly more 18-29 year old (than 40+ year old) respondents:
    - indicated an interest in enrolling at a four year college in a major other than liberal arts (62% vs. 31%)

  - -indicated that "lack of funds" was an impediment to enrolling in a formal educational program (86% vs. 63%)
  - -indicated a need for training in "how to support oneself through college" (62% vs. 24%)
  - -indicated a need for:
    - -child care (69% vs. 20%)
    - -living expenses (67% vs. 37%)
    - -transportation (47% vs. 9%)

- Significantly more 18-29 year old (than 30-39 and 40+ year old) respondents:
  - -indicated an interest in enrolling
    - -at a business or trade school (62% vs. 38% and 36%)
    - -at a Community College in a traditionally female vocational education program (69% vs. 39% and 22%)
    - -that "lack of child care" was an impediment to enrolling in a formal voc. ed. program (80% vs. 61% and 22%)
  - -that they need training in
    - -how to find "housing" (67% vs. 45% and 27%) and
    - -how to "understand regulations" (67% vs. 38% and 31%), and
  - -that they needed housing (67% vs. 41% and 24%)

30-39 Years

- Significantly more 30-39 year old (than 40+ year old) respondents:
  - -indicated that lack of funds was an impediment to enrolling in a formal educational program (61% vs. 22%)
  - -indicated a need for training in how to support oneself through College (52% vs. 24%)
  - -indicated a need for:
    - -living expenses (62% vs. 37%) and
    - -child care (55% vs. 20%)

REF: Figure 6.3, (page 216)

Question 14: Are there differences among Single Parents/ Homemakers with children from different age groups?

CHARACTERISTICS

Preschool Children

- Significantly more respondents with Preschool (than 18+ year old) children:
  - -were single (39% vs. 5%)
  - -were "single parents" (91% vs. 59%)

- Significantly more respondents with Preschool (than with School Age or 18+ year old) children:
  - -were 18-29 years of age (34% vs. 10% and 0%)

School Age Children

- Significantly more respondents with School Age (than 18+ year old) children:
  - -were 30-39 years old (39% vs. 9%)
  - -were Single Parents (92% vs. 59%)

18+ Year Old Children

- Significantly more respondents with "children" 18+ years of age (than with Preschool Children):
  - -had lost financial security (61% vs. 33%)
  - -were "uncoupled" (84% vs. 52%)
- Significantly more respondents with "children" 18+ years of age (than with Preschool or School Age Children):
  - -were 40+ years of age (66% vs. 8% and 24%)

INTERESTS/NEEDS

Preschool Children

- Significantly more respondents with Preschool (than with School Age or 18+ Year Old) children:
  - -indicated that lack of child care was an impediment to enrolling in a formal education program (80% vs. 50% and 16%)
  - -indicated a need for child care (63% vs. 44% and 21%)

REF: Figure 6.4, (page 239)

Question 15:	Are there differences between Single Parents/ Homemakers who are employed and who are not employed?

CHARACTERISTICS

Employed

- Significantly more Employed (than Not Employed) respondents:
  - -were Single Parents (91% vs. 73%)
  - -were divorced, separated, or widowed (77% vs. 51%)
  - -had School Age children (65% vs. 46%)

Not Employed

- Significantly more Not Employed (than Employed) respondents:
  - -were Homemakers (41% vs. 1%)
  - -worked at home (i.e. did housework) (61% vs. 29%)
  - -needed to develop their skills (63% vs. 35%)
  - -had monthly incomes of less than $500 (40% vs. 11%)
  - -received AFDC benefits (49% vs. 21%)

INTERESTS/NEEDS

Not Employed

- Significantly more Not Employed (than Employed) respondents:
  - -were interested in enrolling in a Community College liberal arts program (50% vs. 30%
  - -saw fear of losing benefits as an impediment to enrolling in an educational program (45% vs. 22%)
  - -indicated a need for training in how to find one's job skills (53% vs. 34%)
  - -indicated a need for training in how to find appropriate training (52% vs. 32%)
  - -indicated a need for Job Placement (44% vs. 22%)

REF: Figure 6.5, (page 260)

Question 16: Are there differences between Single Parents/ Homemakers who receive benefits and who do not receive benefits?

CHARACTERISTICS

AFDC

- Significantly more respondents who received AFDC (than who received No Benefits):
  - -were Single Parents (86% vs. 71%)
  - -worked at home (i.e. did housework) (60% vs. 32%)
  - -had preschool children (51% vs. 24%)

No Benefits

- Significantly more respondents who received No Benefits (than who received AFDC):
  - -were employed (62% vs. 32%)
  - -were employed Full-Time (46% vs. 6%)
  - -had monthly incomes of more than $1,500 (77% vs. 0%)

INTERESTS/NEEDS

AFDC

- Significantly more respondents who received AFDC (than who received No Benefits):
  - -indicated the following were impediments to enrolling in an educational institution:
    - -lack of child care (73% vs. 49%)
    - -fear of losing benefits (63% vs. 8%)

  - -indicated the following needs:
    - -child care (64% vs. 31%)
    - -transportation (49% vs. 19%)
    - -in training (48% vs. 19%)

REF: Figure 6.6, (page 282)

Question 17: What are the numbers of the Single Parents/ Homemakers they serve?

- A study conducted out of the Chancellor for Community Colleges Office (1984-85) estimated:

  2,194 Single Parents/Homemakers enrolled in the State's seven Community Colleges

  With the highest number enrolled at:
  - Kapiolani Community College, 660 (30.1%) and
  - Leeward Community College, 538 (24.5%)

  And the lowest numbers enrolled at:
  - Kauai Community College, 48 (or 2.2%) and
  - Windward Community College, 108 (or 4.9%).

  REF: Figure 4.1, (page 64)

Question 18: What special services do they provide these populations?

- The interviews in the present study focused on "special" programs (i.e. programs available particularly or exlusively for Single Parents/Homemakers) in the Fall of 1984 (i.e. before the Carl Perkins Act became a reality at the local level); they found that:

  -While 70% of the State's Single Parent/Homemaker Community College students came from Kapiolani, Leeward, and Honolulu Community Colleges, NO "special" programs for Single Parents/Homemakers were in place. (The key word here is "special", since the same array of services was available to Single Parents/Homemakers that was available to all students, but still, special services were not available.

  -The system was providing some special programs/services for Single Parents/Homemakers, however:

    -a Women In Transition" program was being developed at Windward Community College

    -a special section of a Human Development course was developed for Women at Hawaii Community College

-also at Hawaii Community College, a Career Assistance for Re-Entry Students Program (CARES) was established to assist women in their re-entry to the world of work

-at Maui Community College the "Yes You Can" program was developed for much the same purpose.

REF: Figure 4.1, (page 64)

Question 19: What needs of Single Parents/Homemakers do they see as most pressing?

- Day Care was clearly the most pressing need.

  -Five of the seven Community College representatives interviews said this clearly and unambiguously.

  -The need for outreach/connected users in the community (on the part of the Community College) was stressed by three.

  -Financial problems were emphasized by two.

REF: Figure 4.1, (page 64)

Question 20: What procedures/programs/services do they suggest for meeting those and other Single Parent/Homemaker related needs?

- In the interviews with Community College administrators, (mostly Directors of Student Services), this question was asked separately for three levels of funding: $10,000, $20,000, and $40,000.

$10,000 level
-provide for Child Care (4) Two of the four Community College administrators that didn't find Child Care to be a "major gap", indicated that it was a priority service.
-expand existing programs (e.g. Women In Transition) (1)
-assess number/needs of Single Parents/Homemakers (1)
-fund half-time position to develop specific programs (1)

$20,000 level
-provide for Child Care (2)
-fund full-time support/counseling position (3)
-provide financial assistance (1)

$40,000 level

- -provide for Child Care (3)
- -fund full-time support/counseling position (2)
- -develop Women's Center (1)
- -develop Women In Transition classes (1)

REF: Figure 4.1, (page 64)

SELECTED SERVICE AGENCIES

Question 21: What are the numbers/characteristics of the Single Parents/Homemakers they serve?

- Administrators from 23 different agencies serving Single Parents/Homemakers were interviewed in the present study. Some of the agencies were large, some were small, some were on Oahu, most were Neighbor Island. A precise summary of the numbers and characteristics of the Single Parents/Homemakers they serve is not possible because of the variety of formats in which they keep (or don't keep) these data. Instead, a sampling of the data is presented.

Statewide

-DSSH's WIN Program provided employment training services to approximately 1,242 Single Parents in 1984.

-Catholic Social Services provided services such as family therapy, spouse/child abuse counseling, etc. to approximately 600 Single Parents in 1984.

Oahu

-SPAN's Single Parent Family Advocacy Network provided information and referrals, educational workshops, support groups, and neighborhood networking to over 700 Single Parents by the end of 1985.

-The Job Training Partnership Act (JTPA) program provided pre-employment training, on-the-job training and an array of support services to 486 Single Parents between July 1984 and July 1985.

-People Attentive to Children (PATCH) provided referral to family day care homes, guidelines for evaluating child care service, and workshops and training on Child Care related topics to about 185 Single Parent families in 1984.

Big Island

-The Family Crisis Shelter in Hilo provided emergency shelter, 24 hr. hot lines, and legal advocacy type services to 288 Single Parents and 32 Homemakers in 1984.

-The Planned Parenthood Clinic in Kona provided physical exam, pregnancy screening, etc. to 350 Single Parents since July 1984.

Maui/Molokai

-The DSSH on Maui has provided financial, medical, and/or food assistance to 1,027 Single Parents in 1984.

-Queen Lilioukalani Children's Center on Molokai provided counseling, parenting skills, and financial aid to approximately 150 Single Parents in 1984 (technically, the services are provided for the children of those Single Parents for the children of their Single Parents, and those children must be native Hawaiian/part Hawaiian.

Kauai

-The DSSH on Kauai has provided financial medical and/or food assistance to an average caseload of approximately 580 AFDC cases, mostly Single Parent females.

-The YWCA Women's Resource Center provided counseling/referral, assistance with divorce, and emergency shelter services to some 275 Single Parents and 150 Homemakers in 1984.

REF: Figures 5.1-5.6, (page 75-94)

Question 23: What needs of Single Parents/Homemakers do they see as most pressing?

- The agency interview results indicate, first and foremost, that the need for **Child Care** services among Single Parents is pervasive.
    - 20 of the 23 interviewees (91%) found it to be a "major gap" in services to Single Parents
    - It was the overriding theme in several of the interviews.

REF: (page 98)

- A second important need was the need for **Support Services for the Transition off of Welfare**; e.g.
    - Incremental transition off welfare is badly needed (p.79).
    - "Welfare bridge" is badly needed, i.e. a way to gradually get off welfare (p. 83).
    - Not enough incentives to get off DSSH; in fact, many rules work against it (p. 87).
    - Can't get welfare if you have a car. So if you need welfare, you have to get rid of your car. But you can't get off welfare if you don't have a car. You need a car to find/get/go to a job. Seems like some kind of gradual transition off welfare is needed (p. 87).
    - Many Single Parents who work make too much to qualify for welfare, but not enough to afford day care (p. 91).

-If client goes on Job Training he/she looses benefits. Should be some kind of gradual transition (p. 91).

- Other important needs ("major gaps" in services to Single Parents/Homemakers) included:

  -**Transportation** (mentioned 7 times as a major gap)

  -**Counseling/Self-Esteem development** (mentioned 6 times)

  -**Parenting Training/Other services for younger Single Parents** (mentioned 3 times)

  -**Single Family Camps/Other recreational activities** (mentioned twice)

REF: (page 98-99)

Question 24: To which Community Colleges do they refer Single Parents/Homemakers? for which services?

- All seven Community Colleges get at least some Single Parent/Homemaker referrals. Some agencies make more referrals than others, however, and for different reasons.

Employment Service Agency Referrals

Agencies which provide employment-related services are likely to refer Single Parents/Homemakers for career counseling, or for a specific training program, e.g.

-JTPA program (Oahu)
-ALULIKE (Oahu, Maui, Molokai)
-YMCA Pre-Employment Program (Oahu)

They may, in fact, contract with the Community College to provide certain types of training, e.g.
-DSSH WIN program (State-wide)
-ALULIKE (State-wide)

Support Service Agency Referrals

Most agencies which provide a broader "support function may refer Single Parents/Homemakers for a specific support-type program; e.g.
-Family Day Care Classes (PATCH)
-Yes You Can program (Queen Liluokalani Children's Center, Molokai)

While others refer primarily for general education, or "general improvement"; e.g.
-Big Brothers and Sisters (Oahu)
-Family Support Services (Maui)
-Family Crisis Shelter (Maui)

Some Service Agencies do not Refer

A few agencies serving Single Parents/Homemakers reported that they did not ordinarily refer clients to Community Colleges; e.g.

- Planned Parenthood (Kona)
- Hawaii Island Teen Services (Kona)
- Kona Employment Preparation Program
- YMCA (Maui)
- DSSH (Maui)

It is interesting to note that three of the five agencies mentioned are on the Kona Coast, geographically isolated from Hawaii Community College, and that while the Maui DSSH doesn't "ordinarily refer" clients to Maui Community College, it does have a poster (approximately four feet high) proclaiming the basics of Maui Community College's Economic Opportunity Center, displayed prominently in its outer office.

REF: Figure 5.0-5.6, (page 72-95)

VIII RECOMMENDATIONS

Recommendations were developed for each of the major conclusions presented above. Those recommendations are presented in this chapter.

Child Care

Recommendation 1a: It is recommended first and foremost that vocational education funds be alloted (and spent) for the provision of child care services for single parents/homemakers officially enrolled in the State's post-secondary vocational courses/programs.

Recommendation 1b: It is recommended that more extensive use be made of the PATCH (People Attentive To Children) child care network on Oahu.

Recommendation 1c: It is recommended that, particularly on the Neighbor Islands, more and more systematic use be made of community agencies such as YWCA's to cooperatively tackle the child care problem.

Recommendation 1d: It is recommended that Cooperative Day Care Centers be established in or around various Community Colleges.

Recommendation 1e: It is recommended that since Honolulu Community College is in an area of extreme child care need, and since it already has a half-day program in operation, it should extend the program to a whole day or extended day format.

Lack of Access

Recommendation 2a: Economic Access

At minimum, tuition, books, lab and tool fees should be provided for single parent voc. ed. students meeting a reasonable means test.

Recommendation 2b: Physical Access

Transportation costs should be reimbursed or partially reimbursed for single parent voc. ed. students meeting a reasonable means test.

Recommendation 2c: Assistance in arranging carpools, ride sharing networks, etc. should be provided, possibly with gas money and/or parking privileges for persons providing rides for single parent voc. ed. students.

Recommendation 2d: Public channel cable TV ought to be utilized to reach (and teach) single parents with infant children, who lack transportation, or who otherwise can not be physically present on campus.

Recommendation 2e: To foster networking and to motivate participation in the cable classes (see Recommendation 2d), the cost of the cable ought to be subsidized for selected single parents in a given neighborhood.

Recommendation 2f: Emotional Access

The self doubt that comes with no clout can be alleviated somewhat by recruiting single parents who "have made it", and in particular, those who are "on their way", to act as role models. Their visibility to single parents, even if not to the general public, could be quite important.

Recommendation 2g: The fear of losing needed benefits can be alleviated somewhat by the establishment of an authoritative "clearing house" or "hot line" for single parents. For optimal results it should be supported by both public and private agencies, and run by single parents themselves.

Fragmented Services

Recommendation 3a: One remedy to the fragmented services provided single parents, would be the adoption of a "casework model" by the Community Colleges and at least some other external agencies. The model is currently used at three locations in the State by the Adolescent Family Life Project, and looks quite promising.

Recommendation 3b: Should the "casework model" mentioned in Recommendation 3a be adopted, "course training of staff" i.e. training of Community College counselors by agency personnel, and vice versa, would be strongly recommended, both for the quality of the information covered, and for the informal personal networks that might emerge.

Some Services "Miss The Mark"

Recommendation 4a: Single parents should be systematically included in the developemnt, monitoring, and evaluation of single parent services/ programs at the Community Colleges.

Recommendation 4b: Independent single parent organizations such as SPAN should be approached to put together "task forces" of single parents for specific purposes (see Recommendation 4a).

Recommendation 4c: The "designer task forces" mentioned in Recommendation 4b could be compensated in research, or human services, course credit and/or funds from the Carl Perkins Act.

Mix of Strategies Required

Recommendation 5a: A higher proportion of prevention strategies (e.g. earlier vocational information/ opportunities) should be provided in areas where the rate of single parents/homemakers in the population is high (e.g. the Waipahu), while proportionally more treatment strategies (e.g. service technology/high technology training centers run cooperatively by the public and private sectors) should be provided in areas where there are very high numbers of single parents/homemakers (e.g. Diamond Head/Kalihi-Palama).

IX IN THEIR OWN WORDS

In this chapter selected single parent/homemaker responses to an open-ended questionnaire item are given (see Appendix F, page 379). The comments are arranged around the following themes: On Being a Single Parent, Welfare and Education, Getting Off Welfare, Going Back to School, Re-Entering the World of Work, Child Care, Need for Information, Need for Support Groups, and Etcetera.

On Being a Single Parent

... Most of us are stuck in our situation without money or energy to get any better. After a full-time job or 2 part-time jobs we are too exhausted to go to school and better ourselves. (#145)

... We single parents are growing in number and need help from the community. We don't want to abuse our kids. There seems to be more rules and regulations for single parents. All we are asking is to be heard and to get assistance from our government.

... If the kids are okay, then I'm free to develop myself towards the ridiculous but unfortunately necessary goal of single-parent economic self-sufficiency and hope they (and I) can get by with a hug and kiss and occasionally visit to the park with mom. (#42)

... I would like to say that it's hard to leave my young child even to have to go to work. (#102)

... I was married at 18 and a housewife for 8 years then divorced. I've been working full-time for 11 years now and trying desparately to grow but to no avail. (#132)

... Transportation and child care are hard but you just do what you can. Most of us get caught up in just being home depressed. (#192)

... Single parents need a lot of education to relieve stress. (#167)

... Being a breadwinner single mother is too much on one person. Being mother, homemaker, disciplinarian, breadwinner, brother and sister (to an only child) is a lot. (#148)

... No adequate support for single fathers with poverty level income. (#176)

... Your focus is obviously on the underemployed. How about career changes for professional women? Concerns about returning to college (i.e. finances, grants, child care, career choice counseling, etc.). (#107)

... I have 2 masters degrees and am in a doctoral program, yet it takes 3 jobs for me to support my 3 children because I'm in a largely "women's" profession. I resent this.

... Most single mothers I have talked to were not raised to pursue careers that would support a family. But a growing population of women are finding themselves divorced without the help of child support payments. (#111)

... I receive $468.00 cash from the Welfare. My rent is $415.00 a month without electric. My electric is $60-$70 each month. They have cut my foodstamps down to $155.00. I have to live on the change I get from my foodstamps. The rent is so high here. They should consider this. (#197)

Welfare and Education

... When one goes to college and trys to better themselves the State (DSSH) takes away by eliminating foodstamps and not helping with child care because it is within a Community College. (#155)

... If you attend the WIN program they pay child care and expenses, but how good of a living can you make in the end and how really qualified are you for the future? (#155)

... My problem in school was the grant I received caused me to lose food stamps...in other words, it seemed that the harder I tried to get off welfare, the harder they made it for me. (#152)

... It's a real struggle to be on AFDC and go to school. It seems they have an unwritten policy to discourage women from seeking an education. It seems to me (the system should) encourage women to become educated and able to pursue careers that will support their families. (#111)

... I found it extremely discouraging to see State aid refused because of receiving a school grant--this perpetuates the feeling of helplessness and adds to an already overwhelming feeling of being unable to cope with working two jobs, carrying full-time school and dealing with a child that needs love and attention. (#146)

... Mostly I've been worried about losing DSSH benefits while attending KCC. (#9)

... It was my understanding that should you qualify for the supplemental grants (BEOG) that you no longer qualify for food stamps. So the way the system works, it is sort of between choosing to feed your child or educating yourself. (#153)

... I believe it is for this reason that countless people like myself lay dormant to the idea of education and find themselves accepting mediocre jobs like I have. (#153)

Getting Off Welfare

... DSSH wants people to get off welfare but when they take the first move to get off, welfare cuts back their foodstamps. They don't make it easy to get off welfare. How can single parents make it when the adjustment period is so hard. (#265)

... How can we get off welfare without them cutting our food stamps etc. They consider anything as income but don't realize that it makes another barrier for single parents. (#84)

... The welfare system is not the best to stay on. They really don't give you an incentive to get off of it. (#80)

... Appropriate training opportunities and alternatives to existing employment opportunities are an absolute necessity to help single parents make enough money to support their families alone. (#80)

... Several times while receiving welfare and, I tried to become employed to get off of welfare. The difficulty was in trying to get child care services and aid for child care. I couldn't get a job wihtout child care and, but I couldn't get this aid without a job first. (#108)

... I am currently working and I am making less than $700 a month. Welfare has cut me very low. It seems that with working and welfare I don't make much. Sometimes it feels like I would be better off not working because it works out the same (#205)

... We need jobs in the rural areas. We need part-time jobs for mothers so we can be home when school lets out. We need help in the community. More jobs on the Waianae Coast. (#227)

... Without any kind of education outside high school, the job opportunities are very limited where a single parent could be independent of DSSH assisstance. (#246)

... It would be an added spiritual incentive if a person knew that a decent-paying job waited at the end of training. With skilled workers being laid off at the shipyard and becoming part of the statistic called "structural unemployment", and the general trend in Hawaii being more and more low-paying service jobs and less and less good paying industrial and agricultural production jobs, the situation can be quite discouraging to someone trying to dig out of the cycle of poverty. (#146)

... I work part-time and have been for one year, while still receiving welfare benefits. I am actually receiving now about $25.00 more per month than I would it I was first getting welfare and not working. If welfare is supposed to be a temporary thing, then why are the legislators making it so hard for us to get off? (#206)

... To get off welfare we need training. To get training we need transportation and child care. It's a lot but all badly needed. (#145)

... Transportation and low cost child care are of major importance for most in Kona. (#182)

Going Back to School

... Although I'm very interested in returning to school at this time, I feel that the expense of child care, the transportation hassle, the strain of also carrying a full-time job, plus the expense of school would be too much for me to handle. (#90)

... My child is 2 years old and I have been almost literally helpless for the entire last 2 and a half years. I'm stuck in a miserable (hot) tenament type neighborhood (Date/McCully) and can't move because of finances...and cannot find decent child care (even at $3.25/hr.). For these reasons the thought of the luxury of vocational education is laughable, if not tragic. It takes everything in me to "survive" and take care of this child in a society that seems to discriminate against single parents and children. (#116)

... It is very difficult going to school full-time when you have children. Both require great amounts of time, energy and concentration. (#252)

... I want to return to school for post graduate work. Find it almost impossible with two young children--financially and logistically. (#184)

... A lot of single parents would like to go back to school to learn a better profession to be able to support their family without having to go on or stay on welfare. (#249)

Re-Entering the World of Work

... It's tough on homemakers returning to the job field. No one wants your old outdated skills. Then you're stuck and can't receive an upgrading education because you can't survive with young children to support. (#53)

... What about us who have paid the price for training and education, and still can't get a job that we can survive on? We are even at a disadvantage on the low paying jobs (unskilled)--they won't hire us because we are over qualified. (#39)

... I want to upgrade my personal skills to re-enter the job market. However, since I am on welfare I cannot attend school without losing a large percentage of my benefits. Welfare regulations are keeping me "poor and unskilled". (#144)

... After not having worked for such a long period of time, re-entering the job market is difficult and frustrating. I feel I would need help in re-evaluating my career options, identifying skills I may have or skills needed to even consider a career. It's a frightening "world of work" out there when one has been a homemaker for so long and is suddenly tossed back into having to work. (#266)

Child Care

... Child Care is probably the most crucial need that makes or breaks my attempt to return to school. (#174)

... I think most single parents need child care to attend school but because it costs so much money they usually don't continue or take forever to graduate. (#126)

... Many people I talk to (single parents) quit because of these two major problems: money for tuition and day care. (#126)

... My main problem is child care for my two children. I can not afford to put them into a Day Care Center, definitely can't afford a babysitter, don't have any member of family or friend support or help. (#213)

... I would like to get an education so I can get a good job. The major problem is child care cost. (#122)

... Affordable Child Care should be offered at the college site. (#144)

... Hire Child Care people to work at colleges. I'm sure many parents would attend and stay in school. (#126)

... Getting child are for 10-15 age range is hard. You all work hard on getting child care for babies, toddlers, and 6 year olds. What about the older kids? Peer pressures are getting greater and the single mom has to go to work and there're no programs for these age kids. (#77)

Need for Information

... There should be a hotline for information on social services. (#96)

... I am basically a self-sufficient person, but need to know what is available. (#98)

... Need available information on all kinds of benefits that are available without having to hear by word of mouth. (#142)

... I feel we need more information and programs available to new widows and divorcees. (#100)

... Should have job trades give information on training you could get into in finding a career that fits your desire or interest. (#171)

... Employees at DSSH and Welfare have given me erroneous information in several instances. Where does one go to "learn the ropes?" and why can't all welfare services (i.e. welfare, supplements, food stamps, housing, and medical) all be located in the same place? (#96)

... I'm currently a student at a Community College and a single mother on AFDC. I must stress how very difficult it is to get information on how the financial aid program works for welfare mothers. (#17)

... I don't know where to get help in getting my divorce, in getting my money and food stamps to last the whole month until next pay check from welfare. I have no idea in finding out how to go about getting information on my job skills and the incentive to get off welfare. I been on welfare when I was a child and I am dependent on its income now. (#263)

... A great help would be one center where one could go for financial, housing, and child care help. As a single parent, one often misses out on possible benefits because one is too tired out after working to run all over town, expecially on the bus. (#72)

Need for Support Groups

... Are there support groups and activitites for single parents? How do you find them? (#250)

... Single parent families need more networking and information on handling child care, education, work and study programs. (#96)

... I believe that it would help if single parents had some sort of a support group within their local areas where they can receive teaching on discipline, teaching and raising their children. (#216)

... It would be helpful to organize single parents, perhaps start grocery, clothing, and sitting co-ops. (#124)

Et Cetera

... In all areas, single parent homes are needed, i.e. available homes for different size families. Homes that are affordable. (#142)

... I wish there was a counseling service to help parent and child adjust to the problem of divorce. (#129)

... Personally, my biggest problem is attaining an affordable medical plan for my children. (#113)

... As far as jobs are concerned, I would like to see greater emphasis on self-employment. An 8-5 position is just not reasonalbe for single parents--their jobs need to be centered around them, not vice versa. (#47)

APPENDIX A

Single Parents/Displaced Homemakers: A Review of the Recent Literature

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SINGLE PARENTS/DISPLACED HOMEMAKERS: A REVIEW OF THE LITERATURE

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INTRODUCTION

Women's career options have been traditionally limited to the role of homemaker. The job had status and was seen as a dignified position for a woman. Her financial security was, at least theoretically, assured. In exchange for her homemaking and childrearing activities, her husband paid the bills. Although many women worked outside the home, their wages were considered non-essential, and working wives were expected to put their families first.

In the 1960s the sexual revolution and the women's movement signalled important changes in people's attitudes and behaviors. From 1962 to 1981, the number of divorces nearly tripled (National Center for Health Statistics, 1981). Today nearly half of all marriages end in divorce, leaving many women without adequate financial support and unprepared to provide for themselves and their children. Women who are separated from their husbands are similarly affected. Still more are marooned due to their husband's unemployment, disability, or death. Adding to the number of single-parent families are growing numbers of unmarried women who elect to keep their babies.

The terms "single parents" and "displaced homemakers" each represent a large group of (mostly) women who are caught between a change in their own personal circumstances and dramatic sociological changes in the culture. They are frequently in need of social services. Each group has its own advocates and its own programs. But social problems don't fit neatly into separate categories. They may be approached and analyzed from different points of view, but their causes and treatments overlap. Many women fit into both "single parent" and "displaced homemaker" categories. Displaced homemakers who have children still living in the home are single parents, and many older single parents are displaced homemakers in the narrow sense of the word.

"Displaced homemakers" served as a rallying point as many legislators became familiar with the term and sympathetic to the cause. Federal money was first made available to displaced homemakers when the Comprehensive Employment and Training Act (CETA) of 1978 recognized them as a group of economically disadvantaged people who were hard to employ. The following year the Department of Labor earmarked funds for displaced homemaker programs.

While the movement to assist displaced homemakers was growing, others in the helping professions were attacking many of the same problems from the point of view of single parenthood. The category "single parent" includes, besides many displaced homemakers, many very young parents, some of them in their teens. Some single parents are unwed mothers, and fathers as well as mothers may be single parents. The most common problem of single parents and displaced homemakers is economic--they don't have enough money and they need jobs. Each group (and subgroups within each of the two groups) has its own special problems as well. For example, older displaced homemakers don't have to cope with child care, but they may be in their 50s or 60s--an age at which job finding is especially difficult, especially for someone who has never worked outside the home before.

The overlap between the two target groups makes for a mixed-up history and research literature. This confusion was added to when funds became available for displaced homemakers, and other target groups needing assistance were loosely included. For example, homemakers working part-time who wished to obtain full-time jobs and men and women in jobs traditionally labeled by gender who wanted employment in nontraditional jobs were categorized as "displaced homemakers."

The efforts of advocates of both the displaced homemakers group and the single parents group[1] culminated in 1984 with the passage of the Carl Perkins Vocational Education Act, which offers programs for single parents and homemakers along with other groups.

SINGLE PARENTS

Today one out of every four families with children is headed by a single parent (U.S. House Select Committee on Children, Youth & Families, 1983). Approximately seven out of every 10 single parents are either divorced or separated; the 8th is widowed; and the remaining 2 never married (U.S. Bureau of the Census, 1981). Nearly 90 percent are women (U.S. Bureau of the Census, 1980). The one overwhelming feature of female-headed single-parent families is poverty. These women frequently work in low-paying jobs with limited potential for advancement. Where child support payments have been ordered, they often do not come. It was estimated in 1983 that, at some time prior to their 18th birthday, one-third of all children born in that year will live in a female-headed household that receives AFDC benefits (The Journal of the Institute for Socioeconomic Studies, 1983). Among all family households, female single parents have the highest poverty rate in the nation (U.S. Civil Rights Commission, 1983). Adequate housing and satisfactory childcare are critical issues. Unsolved, they wreak havoc daily. Adequate medical care becomes a luxury, until problems reach disaster proportions.

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[1] There were supporters from many other groups as well--the handicapped, Hawaiians and Native Americans, etc.

Money problems aside, single parents may find their relationship with their ex-partner stressful. The period just after a divorce is especially traumatic. Teenage parents are faced with the task of raising babies while they are still, themselves, growing up.

DISPLACED HOMEMAKERS

In the mid 1970s the phrase "displaced homemaker" was coined to describe women who were financially dependent upon their husbands and had suddenly lost that financial support, usually through separation or divorce, or the death of their husband (Andre, 1982). They were usually women over 35, and had spent several years as career homemakers. In many cases their children were grown. They had little or no work history outside the home. Retirement benefits and health insurance disappeared along with the husband's income. The women were too young for social security, and many would never qualify because they were divorced from the family wage earner and had never been employed outside the home. As their children reached 18, the family was no longer eligible for welfare (AFDC). The women had difficulty finding jobs because of their employment history and age. The transition from career homemaker to wage earner was a difficult one.

In 1979 many grassroots organizations around the country came together to form the Displaced Homemakers Network. With offices now in Washington and a membership of individuals and organizations, the network's goal is to help long-time homemakers become independent and self-sufficient. The Network links people around the country who care about displaced homemakers, giving them information on public policy issues and on the resources available.

LITERATURE REVIEW

Research history. For years, in the research literature as well as in common speech, women who raised children without their husbands--single parents--were referred to as "divorced" or "widowed" or "unwed mothers"--all terms that defined them in terms of their lost (or non-) status (Richard, 1982). This example illustrates the deviance or pathology perspective that permeates much of the research on single-parent families headed by mothers. In addition, until recently, research has tended to focus on the individual rather than on the family (with the attending assumption that all single parent families are alike), and family's relationships are not examined within their social environment (Gongla, 1982).

Cross-cultural studies suggest that the single-parent family is not more detrimental to the well-being of children than other family forms and that divorce and separation of the married pair can leave their children unscathed. Single-parent households are neither pathological nor incomplete, but are generated by situational contingencies to which the individuals involved must adapt. Whether the single-parent household becomes a personal or social disaster depends on the availability of sufficient material resources, supportive social networks, and the tenor of culturally structured attitudes toward it (Bilge & Kaufman, 1983).

Income. By far the most common, and usually the most serious, problem of female household heads is financial. In a study comparing economic, social, and emotional problems encountered by male and female single parents, it was found that financial issues and economic concerns are often so great for female single parents that they result in emotional and interpersonal problems that appear unrelated to the mother's financial status (Richard, 1982). A model of a treatment plan for these single-parent mothers includes establishment of trust and communication, recognition of losses, acknowledgment of single parenthood, identification of related stress factors, development of skills and resources, and ability to separate and deal with related issues. Guidelines for therapists on the use of the model are provided (Ibid.).

While some low-income mothers are able to overcome economic obstacles (Miller, 1982), for others, poverty becomes a way of life. An examination of household income, the sources of income, and food and housing expenditures for the last married year and for five years after marital dissolution reveal that income for the mother drops precipitously after marital dissolution and tends not to rise again (Weiss, 1984). Divorced women can expect to receive only minimal economic support from their former spouses, the divorce courts, and the welfare system (Welch, 1983). Income figures alone underestimate the disadvantages of many single parent families, who also lack other personal and family resources and assets (Bould, 1982-3). The critical nature of a satisfactory financial situation is pointed out in a study of life satisfaction (Kozak & Linney, 1983), using a sample of divorced, employed women. While the subjects felt most competent in their parenting role, and least competent in their ability to support themselves, their competence as a self-supporter was the strongest predictor of life satisfaction.

Employment. The dual responsibilities of running a home and managing a job make high physical and emotional demands on single parents, and true solutions require changes in employer practices, e.g. job-sharing and flexitime arrangements (Beck, 1984). Role strain resulting from balancing employment and household responsibilities is a strong predictor of poor emotional well-being (Burden, 1984).

For the single mother who must return to work, both finding employment and performing the job demand emotional and organizational adjustments. Factors that cause stress to the parent-child relationship in this situation include providing adequate childcare and supervision for all siblings, household management, and developing an independent social life (Jones, 1984). Employed single-parent mothers may experience conflict about their need to feel like a complete, giving parent and also like a competent, productive employee (James, 1984).

Older single parents who return to school find themselves in a similar predicament. To meet these people's special needs, one group established a single-parent network to help set the stage for intellectual and personal growth (Danowski, 1983).

Stress. In a study comparing single mothers and their preschool children with matched married women and children, researchers found that the female single parents tended to be more socially isolated than married parents, worked longer hours, and received less emotional and parental support. They also tended to have less stable social networks and experienced more potentially stressful life changes (Weinraub & Wolf, 1983).

Factors associated with depression among single parent mothers included: spending less time at the job, a lower income, high work-family strain, low self-esteem, and traditional sex-role attitudes (Keith & Schafer, 1982). Feminist-oriented groups are recommended for single-parent mothers as a way of counteracting harmful sex-role socializations, for example the acceptance of society's devaluation of women's work both inside and outsie the home (Gottlieb, Burden, McCormick, & Nicarthy, 1983). In these groups women were able to see the connection between their individual situations and a variety of social factors.

Separation from spouse. The death of a spouse, divorce, and marital separation are among life's most stressful events. These changes tend to trigger other life changes that are also threatening. Single mothers most often experience changes in their social network at the very time when they need more support from outside the family.

Unresolved mourning is seen as a special problem in single-parent families who have lost a spouse because the resulting pressures in the remaining family members make it difficult to complete the task of mourning. This lack of resolution can lead to depression in the parent, and to behavioral symptoms in the children (Fulmer, 1983).

Learning to be a single parent requires overcoming traditional marital-role influences (Wedemeyer & Johnson, 1982). In a study of divorced single parents, the strongest single predictor of postdivorce adjustment was the parent's subjective feelings of wellbeing and absence of distress. Other significant factors included the proportion of family income from welfare, the family's current social status, the quality of relationships with significant others, perceived size of and satisfaction with social network support, and remarriage of the custodial parent (Pett, 1982).

For both women and men, the first year or less after divorce was found to be the most traumatic period, during which time they were adjusting to a range of coexisting intense emoitions that subsided concurrently over time (Kolevzon & Gottlieb, 1983).

Children of single-parent families. Is a child reared by one parent at risk for psychological maladjustment? Recent studies show that children can develop normally in single-parent homes. A shift in the authority structure of the family is common, with the children gaining responsibility and power. Disruption, restrictiveness by the mother, and aggression by the children may be part of the initial reaction to the changed family status, but in most cases they diminish over time if supports are present (Gongla, 1982).

A review of forty years of research points out design errors of studies addressed to the question of one-parent children being at risk. These errors include: (1) poor control over extraneous factors, especially socio-economic status (see, for example, Putnins 1984 article on juvenile delinquency), (2) unrepresentative samples, and (3) invalid dependent measures. Conceptual blindspots include equating of conventional with healthy behavior, and the failure to anticipate either development lag or beneficial effects among children reared by one parent (Blechman, 1982).

In another review of recent (1970-1980) research with female-headed families, findings indicate that, theoretically, children do not need the presence of the same-sex/opposite sex parents in the family in order to develop sex-role behavior. Children in female-headed feamilies are likely to have good emotional adjustment; good self-esteem, except when they are stigmatized; and intellectual development and rates of juvenile delinquency comparable to others in the same socioeconomic status (Cashion, 1982).

In a comparison of children reared in lesbian households vs. children reared in heterosexual single-parent households, researchers concluded that rearing in a lesbian household per se does not lead to atypical psychosexual development or constitute a risk factor (Golombok, Spencer, & Rutter, 1983).

During the postdivorce transition period, single parents can be helped with their childrearing skills by professional interventions designed to 1) increase ex-spouse cooperation and support in both parents' continuing participation in raising their children, (2) improve the quality and effectiveness of parent-child communication, and (3) train both mothers and fathers in behavioral management techniques (Moreland, Schwebel, Fine, & Vess, 1982). In a program designed to maximize the effects of learning good child-management skills, researchers found that the self-reinforcement component of the program contributed significantly to the maintenance of the acquired knowledge and skills among parents (Shibano, 1983).

Parent-child relationships and punishment patterns tend to persist even after a family breaks up (Sack, Mason, & Higgins, 1985). In this same study abusive punishment in single-parent households was found to be twice that of two-parent families. Families under extreme stress need high levels of support. When parents are dissatisfied with their support system--when they feel they are not getting enough outside help--this dissatisfaction is likely to result in harsher and more restrictive relationships with their children (Colletta, 1979). The importance of the single parent's social networks in childcare is pointed out in a study showing that single-parent mothers express higher satisfaction with their maternal roles when their relationship with their parents and their overall satisfaction with friendships is high (Bowen, 1982).

In a study examining the differences in children's behavior toward their single-parent mothers/single-parent fathers, three main findings emerged: (1) SP fathers reported better child behavior toward them than did SP mothers; (2) the children of SP fathers verbalized their appreciation for the father, but children of SP mothers did so only rarely; and (3) the behavior of children of lower socioeconomic status SP mothers was by far more difficult than that of children of higher socioeconomic status SP mothers (Amberg, 1982).

When children have special needs, how do single-parent mothers cope? A study of single parents and children with developmental disabilities noted the extra caregiving demands of disabled children and their lack of social responsiveness, all correlated with increased stress for the single mother (Wikler, Haack, & Intagliata, 1984). Another study comparing home environments and maternal perceptions of infant temperament found that single mothers provided less optimal environmental stimulation, giving their children fewer appropriate play materials, being less involved with them and providing fewer opportunities for variety in daily stimulation (Allen, Affleck, & McGrade, 1984).

In one study, mothers of physically handicapped children were given behavioral parent training in order to help them teach their children self-help skills and reduce behavior problems. The mothers in this group also provided each other with social support and practical suggestions for childrearing (Feldman, Manella, & Varni, 1983). Another study describes the joint hospitalization of a single-parent mother and her children in an inpatient psychiatric unit. Structured family therapy was used, and family members were involved in daily therapy sessions, support groups, and, when indicated, individual therapy (Combrinck-Graham, Gursky, & Brendler, 1982).

Schools. Are the children of single parents treated differently by their teachers? Although the single parent home is one of the major living arrangements of school children today, some teachers grade children from single-parent homes lower than other children, even after classroom achievement is taken into account. Perhaps reacting to this prejudice, single parents feel more pressure than married parents to be involved with their children in learning activities at home (Epstein, 1984).

In a more encouraging study, a survey of counselors, teachers, and administrators were generally knowledgeable and agreed with research findings about the problems and personal issues concerning single-parent families (Liston, 1984).

The importance of an adequate support system may mediate the negative effects that have been reported of single-parent family status on children's academic performance (Roy & Fuqua, 1983).

Daycare. Adequate and affordable day care is especially important to single parents, who need a greater variety of daycare options, i.e. part-time care, drop-in care, and transportation assistance (Turner & Smith, 1983). Often the choice of daycare facilities is strictly limited by financial considerations or availability, including time and location factors. A study comparing the day-care related practices of two-parent families and single parents indicated that the single-parent families were less aware of the relationship between staff training and quality child care (Turner & Gallegos, 1984).

Single-parent fathers tended to reject any help or support offered to them for fear of losing their custodial rights, and expressed a need to prove their self-sufficiency. Conversely, single mothers sought support and advice from family and friends (Hurn, 1984).

Self-help/Other programs. A self-help treatment model tested recently in Canada uses community meetings, study programs, and experiential strategies to promote coping skills, access to resources, decision-making, learning and responsibility, and networking (Stewart, 1983).

Another self-help approach, the 3-S model, was designed to help the single-parent job seeker develop the self-confidence and competence necessary to get a job. The model focuses on self (developing and maintaining a good sense of self-worth to see oneself through a major life change); support (using the suppport of family, friends, acquaintances, and institutions during an often long and frustrating job search); and systems (using a diverse, broad-based collection of job-search efforts) (Prince, 1984).

A third self-help method focuses on the use of role models--"mentoring"--and features workshops on stress management, job interviewing, personal finance, career planning, and other important skills using a framework of shared personal experiences. Ongoing groups focus on personal growth and general problem-solving and coping skills, and social outlets are provided (Hulse & Sours, 1984).

A time-limited, goal-focused parent aide service was used to address problems of discipline, nurturance, mental health, nutrition, budgeting, housekeeping, friendships, family relationships, employment, education, and transportation (Miller, et al, 1984).

Unwed teenage mothers. Births to unwed teenagers have risen dramatically in recent years, and the helping professions have begun to systematically study the socioeconomic, sociological, and psychological consequences that occur when a teenager bears and rears a child. One analysis of coping strategies used by unwed mothers emphasizes their expanded role responsibilities and the support systems they use (Presser, 1980). Another comprehensive study of unwed mothers describes a program that coordinates health, education, employment, and family planning services, matches teenagers with older women from the community who volunteer to act as role models and guides, and requires a signed investment agreement on the adolescent's plan of action. Results suggest that this program is an effective strategy for encouraging economic independence and mature attitudes toward family planning. Ways in which programs for teenage parents can be adapted by public agencies are described (Blum, 1984).

Little is known about unmarried adolescent fathers' perceptions of fatherhood and their relationship with the mother of their child. However, a preliminary report of two populations of black, unmarried adolescent fathers indicates that they were more likely than not to be accepting of fatherhood and that they perceived their relationship with their children's mother to be one of love (Hendricks & Montgomery, 1983).

Single-parent fathers. Several studies report that single fathers as a group tend to be stable, established men with a strong motivation to be with their children (Pichitino, 1983; Gladding & Huber, 1984; Chang & Deinard, 1982; Nathan, 1984; Strom, Fleming, & Daniels, 1984). While marital separation may give rise to feelings of anger, loss, loneliness, failure, and lack of self-esteem and self-confidence, the fathers overall relationships with their children are described as close and affectionate (Pichitino, 1983). Single fathers are characterized as persons who were actively involved in childcare responsibilities before marital separation (Ibid.; Gladding, 1984).

Single-parent fathers are better off than single-parent mothers in income and education. They are also less likely to move from their home and community after their divorce (DeFrain & Eirick, 1981).

In a study examining the relationship between family headship and stress with respect to three types of stressors (the presence of chronic life strains, the occurrence of major life events, and the absence of social and psychological supports), it was concluded that single male heads with children experienced less stress than their married female counterparts in all 3 areas (McLanahan, 1983).

The underlying (and often unrecognized)assumption that single-parent families are "incomplete" may cause difficulties in treatment where the therapist is a female and the single parent is a male, and where the therapist is a male and the single parent is a female. To avoid prolonging therapy unnecessary, the techniques of sculpting and of mapping and defining family boundaries have been used (Jones, 1983), as well as structural family therapy (Shulman & Klein, 1984).

HAWAII[2]

Number. The number of single parent famiies is increasing faster in Hawaii than on the mainland. Currently about one out of every five families with children is a single parent family. Four out of five single parent families are headed by a female.

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[2] Special thanks to Sena Gates, Coordinator of Hawaii's Single Parent Family Advocacy Network (SPAN) for information contained within this section.

Ethnicity. In the U.S. as a whole, black women are at highest risk of single parenthood--nearly half of all black families are headed by women without husbands. In Hawaii (1980), Samoan (24%), Hawaiian (22%), Portuguese (22%), and Korean (20%) families have the highest percentage of female single parents. (Vietnamese families have a higher rate [32%], but note that the figure presents a small number [121] families.)

Poverty. Oahu has the highest cost of living in the nation--25% higher than the U.S. average. The low cost of living budget for a family of four on Oahu in 1981 was $20,319. In that same year, the median income for female householders was:
married, husband absent -- $7,612
widowed -- 7,324
divorced -- 12,380
single -- 12,380
Nearly 80% of all identified single-parent families receive public welfare.

Housing. An estimated 85% of all SP families in Hawaii rent housing, in a market characterized by high occupancy rates, high costs, and discrimination against single parent families/children.

Child care. Single parents are competing in a market where the demand outruns the supply. There are simply not enough childcare facilities in the state to meet needs, and the costs are prohibitive for many single-parent families. In 1982, full-day child care in a daycare center averaged about $165 a month. Home-based child care cost between $200-$250 per month per child. And after-school care for young children cost $60-85 a month.

The Carl Perkins Vocational Education Act draws attention to these problems and makes funds available to begin solving them.

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DISPLACED HOMEMAKERS: A SELECTED BIBLIOGRAPHY

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APPENDIX B

Single Parent/Homemaker Needs Assessment:
Community College Administrator Interview Schedule

A Study of Single Parent Vocational Education Needs:

Interview Form for Community College Personnel

___ Obtain List of Courses/Services Provided

___ Obtain Copy of Enrollment Figures if Available

___ Obtain Copy of Plan for Fall Services for Single Parents

---

1. Number of Single Parents/Homemakers Served Last Year (Sept.-June)?

	Total	AGE (Approx. %)			SEX (Approx. %)	
	No.	% <20	%20-40	% >40	% Male	% Female
Single Parent						
Homemaker						
TOTAL						

(Indicate if Data "NOT AVAILABLE" ____ or if "ESTIMATES" ____

2. Type of Service Offered

No. Served Description of Service Problems/Needs

1. Courses:
   - ___ Yes
   - ___ No
2. Workshops:
   - ___ Yes
   - ___ No
3. Financial Aid:
   - ___ Yes
   - ___ No
4. Day Care:
   - ___ Yes
   - ___ No
5. Other:
   - ___ Yes
   - ___ No

3. How Could (Should) Additional Funds for Single Parents/Homemakers be Used?

Amount	How best used?	Why?
$10,000		
$20,000		
$40,000		

4. To Which Major Agencies Does This CC Refer Single Parents/Homemakers for Services?

Agency	Approx. # Referred Last Year	Type of Services for Which Referred

5. Which Agencies Refer Single Parents/Homemakers to This CC for Services?

Agency	Approx. # Referred last yr.	Type of Services for Which They Were Referred

6. What are the Major Requirements/Regulations Governing Single Parents/Homemakers at this CC?

Who gets served? Who doesn't?

How long/how much service is given?

Under what conditions is service stopped?

7. Some Issues: Please Comment

a) Day Care Issue: Provide Day Care Service vs. Provide Funds for Single Parents to Purchase Their Own Day Care Services.
Provide Day Care?_____ Provide Funds?_____

b) Tuition Issue: Tuition Assistance may Lead to Loss of Other Benefits for Single Parent Students.
Happen here? _____Yes _____No

c) Duplication of Services: Is CC duplicating any Services? ____Yes ____No
Are other Agencies duplicating CC Services? ____Yes ____No

d) Pukas in Services: Do you see any Important Gaps in Services to Single Parents?

8. From your Perspective, Have we Missed any Major Needs/Service Problems for Single Parents/Homemakers in this Interview?

APPENDIX C

Single Parent/Homemaker Community College Enrollment Survey (1984-85)

Single Parent/Homemaker
Community College Enrollment Survey (1984-85)

Dear Voc-Ed Student:

WE NEED YOUR HELP!!!

The new vocational education law provides the college with money to run programs for single parents and homemakers. In order to plan for programs for the college we need to ask you to answer a few questions. All information will be confidential. Please answer each question and return this form to your instructor. **If you have filled out this questionaire in another class, then please do not fill it out again.**

SINGLE PARENTS:

1. Do you have any children under the age of 18?

___NO

___YES

If yes, please answer the following:

A. Are you unmarried, divorced or legally separated from your spouse? ___ YES ___ NO

B. Do you have custody or joint custody of one or more of your children? ___ YES ___ NO

HOMEMAKERS:

2. Are you 18 years of age or older?

___YES

___NO

3. Are you currently working 20 hours a week or more for pay?

___ YES

___ NO

If no, please answer the following:

A. Are you the main person responsible for the day-to-day care of your home and/or your family? ___ YES ___ NO

B. Are you paid for your caring for the home and/or your family? ___YES ___NO

Single Parent/Homemaker
Community College Enrollment Survey (1984-85)
RESULTS

CAMPUS	VOC ED MAJORS	Q's RET'D	H %	ACTUAL SP/HM	ADJST SP/HM	V %
HAWAII CC	805	445	55.28%	131	237	10.8%
HONOLULU CC	3,102	981	31.62%	108	342	15.6%
KAPIOLANI CC	2,503	1,168	46.66%	308	660	30.1%
KAUAI CC	412	276	66.99%	32	48	2.2%
LEEWARD CC	2,086	1,264	60.59%	326	538	24.5%
MAUI CC	808	309	38.24%	76	199	9.1%
WINDWARD CC	236	98	41.53%	45	108	4.9%
ETO	425	229	53.88%	34	63	2.9%
TOTAL	10,377	4,770	45.97%	1,060	2194	100.0%

APPENDIX D

Interviewer's "Credential Statement":

Single Parent/Homemaker Interview

UNIVERSITY OF HAWAII

Office of the State Director for Vocational Education

CREDENTIAL STATEMENT

This statement certifies that Bernard Ostrowski of Hawaii Interviewing is the principal consultant and investigator for a statewide study of single parents and homemakers. The study is being conducted under auspices of this office and in response to the federal mandates of the recently enacted Carl D. Perkins Vocational Education Act of 1984.

Your assistance and cooperation in this effort to assess the needs of this target population is essential to the effective implementation of vocational education programs to address the growing concerns of this group.

Thank you.

Berlyn C. Nishimura
Coordinator of Special Services

2327 Dole Street · Honolulu, Hawaii 96822 / Cable Address: UNIHAW
An Equal Opportunity Employer

APPENDIX E

Single Parent/Homemaker Needs Assessment:
Related Agency Interview Schedule

A Study of Single Parent Vocational Education Needs:

Related Agency Interview Schedule

___ Obtain brochure, List of Services Provided

___ Obtain copy of services figures if available

---

1. Number of Single Parents/Homemakers Served Last Year (Jan.-Dec.)?

	Total No.	AGE (Approx. %) % <20	AGE (Approx. %) %20-40	AGE (Approx. %) % >40	SEX (Approx. %) % Male	SEX (Approx. %) % Female
Single Parent	___	___	___	___	___	___
Homemaker	___	___	___	___	___	___
TOTAL	___	___	___	___	___	___

(Indicate if Data "NOT AVAILABLE" ____ or if "ESTIMATE" ____

2. Type of Services Offered

	No. Served	Description of Service	Problems/Needs

1. Courses:
   ___ Yes
   ___ No

2. Workshops:
   ___ Yes
   ___ No

3. Financial Aid:
   ___ Yes
   ___ No

4. Day Care:
   ___ Yes
   ___ No

2. Type of Services Offered...

	No. Served	Description of Service	Problems/Needs
5. Placement:			
___ Yes			
___ No			

3. How Could (Should) Additional Funds for Single Parents/Homemakers be Used?

$10,000

$20,000

$40,000

4. To Which Major Community College (if any) Does This Agency Refer Single Parents/Homemakers for Services?

Community College	Approx. # Referred last yr.	Type of Services for Which Referred

4a. To What Other Agencies (if any) Does This Agency Refer Single Parents/Homemakers for Services?

Other Agency	Approx. # Referred last yr.	Type of Services for Which Referred

5. Which Community College (if any) refer Singel Parents/Homemakers to this Agency?

Community College	Approx. # Referred last yr.	Type of Service for Which Referred

5a. Which Other Agencies (if any) Refer Single Parents/Homemakers to this Agency?

Other Agencies	Approx. # Referred last yr.	Type of Services for Which Referred

6. What are the Major Requirements/Regulations Governing Single Parents/Homemakers at this Agency?

What gets served? Who doesn't?

How long/How much service is given?

Under what conditions is service stopped?

7. Some Issues: Please Comment

a) Day Care Issue: Provide Day Care Service vs. Provide Funds for Single Parents to Purchase Their own Day Care Services.
Provide Day Care?_____ Provide Funds?_____

b) Tuition Issue: Tuition Assistance may Lead to loss of Other Benefits for Single Parent Students.
Happen here? _____Yes _____No

c) Duplicating Services: Is this Agency Duplicating any Services?
____Yes ____No Which?________________________
Are other Agencies Duplicating this Agency's Services? ___Yes ___No Which ______________

d) Pukas in Services: Do you see any Important gaps in Services to Single Parents?

8. From Your Perspective Have we Missed any Major Needs/Service Problems for Single Parents/Homemakers in this Interview?

APPENDIX F

Single Parent/Homemaker Study of Vocational Education Needs: Questionnaire

UNIVERSITY OF HAWAII

Office of the State Director for Vocational Education

July 16, 1985

Dear Single Parent/Homemaker:

We hope you will assist us in providing information for our statewide study of single parents and homemakers. This study will be basically a profile of the salient features of this target population including an assessment of their educational needs, interests, and career goals. Based on these findings, recommendations will be generated to facilitate program development and implementation in the high schools and community colleges.

Funding for these programs will be appropriated by the federal government through the Carl Perkins Vocational Education Act enacted by Congress in 1984. The provisions of this new law mandate that programs are to be implemented at the postsecondary level, in particular, to address the needs of this growing segment in our community.

To effectively meet this responsibility and to formulate relevant programs, information from the target population itself is critical. The responses and comments you provide are therefore significant. We hope you agree, and will consent to voluntarily and candidly complete the questionnaire.

Thank you.

Sincerely,

Lawrence A. Inaba

Lawrence A. Inaba
State Director for
Vocational Education

LAI/BCN:di

IMPORTANT QUESTIONNAIRE

2327 Dole Street · Honolulu, Hawaii 96822/Cable Address UNIHAW
An Equal Opportunity Employer

A STUDY OF VOCATIONAL EDUCATION NEEDS

SINGLE PARENTS/HOMEMAKERS

1 BACKGROUND INFORMATION

- Used only to form statistical categories.

SEX

___ Male
___ Female

YEAR BORN

____

ANCESTRY

(Check major one)

___ Japanese
___ Caucasian
___ Filipino
___ Hawaiian/ Part Hawn.
___ Other (which?) ____________

ZIP CODE

☐☐☐☐☐

MARITAL STATUS

___ Single
___ Divorced
___ Separated
___ Widowed
___ Married
  ___ spouse disabled
  ___ spouse unemployed 2 or more yrs.

CHILDREN

___ # Preschool
___ # School age
___ # Over 18 yrs.

___ # under 18 yrs. for which you have custody or joint/custody.

EDUCATION

Put "X" if COMPLETED
Put "/" if NOT/NOT YET COMPLETED
Put "O" if NOT APPLICABLE

___ Grade school
___ High school
___ Trade School (Major ____________)
___ Community College (Which? ____________) (Major? ____________)
___ Four yr. College (Major? ____________)
___ Other ____________

INCOME

(all sources combined)

___ less than $500/mo.
___ $500-$1,000/mo.
___ $1,000-$1,500/mo.
___ More than $1,500/mo.

HOMEMAKER STATUS

As an adult, have you worked primarily without pay to care for your home and family?

___ YES ___ NO

Is it mainly for this reason that you need to develop your work skills?

___ YES ___ NO

Have you lost your major source of financial security through death, divorce, separation, or desertion?

___ YES ___ NO

2 WHICH OF THE FOLLOWING ARE IMMEDIATE NEEDS YOU NOW HAVE?

1) Check as many as apply.
2) Circle the two most important in each column.

___ High School Diploma
___ Job Training
___ Career Counseling
___ Job Placement
___ Personal Development

___ Transportation
___ Child Care
___ Medical Assistance
___ Community Information
___ Legal Information

___ Food
___ Clothing
___ Housing
___ Living Expenses

___ Other ____

3 WHAT SPECIFIC TYPES OF TRAINING DO YOU NOW RECEIVE? NEED?

1) Put a check (✓) in RECEIVE COLUMN for each type you NOW RECEIVE.
2) Put a check (✓) in NEED COLUMN for each type you NEED.
3) Add major types of training not already listed.
4) Circle the two types under "CAREER" that you NEED MOST.
5) Circle the two types under "OTHER" that you NEED MOST.

RECEIVE	NEED		TYPE OF TRAINING
			Career
___	___	1.	How to find out what your job skills are.
___	___	2.	How to present your skills in today's job market.
___	___	3.	How to obtain training in the trades, apprentice programs, etc.
___	___	4.	How to enroll in college.
___	___	5.	How to choose a major.
___	___	6.	How to support yourself through college.
___	___	7.	Training for a specific job (____________________)
___	___	8.	____
			Other
___	___	9.	How to care for infants.
___	___	10.	How to handle adolescents.
___	___	11.	How to understand bureaucratic rules and regulations.
___	___	12.	How to survive on your budget.
___	___	13.	How to get from here to there: transportation strategies.
___	___	14.	Housing: How to get it, how to keep it.
___	___	15.	Personal growth/Emotional survival.
___	___	16.	____

4 ARE YOU NOW ENROLLED IN A FORMAL EDUCATION OR TRAINING PROGRAM?

____ YES Which one? ______________________________

Full-time ________ or Part-time ________

What are you studying? ______________________

____ NO

5 HOW INTERESTED WOULD YOU BE IN ENROLLING IN THE FOLLOWING EDUCATIONAL INSTITUTIONS?

1) Put a check (✓) in the appropriate column.

Very	Some-what	Not at All	
____	____	____	1. Business or trade school
____	____	____	2. Community College (Liberal Arts major)
____	____	____	3. Community College (Vocational Education major such as Secretarial Science, Cosmetology, Health Aide, etc.)
____	____	____	4. Community College (Vocational Education major such as Electrician, Welder, Auto Mechanic, etc.)
____	____	____	5. Four Year College (Liberal Arts major)
____	____	____	6. Four Year College (Other major ________________________)

6 FOR YOU PERSONALLY, WHICH OF THE FOLLOWING WOULD CAUSE A PROBLEM IN ENROLLING IN ONE OF THE ABOVE INSTITUTIONS/PROGRAMS?

1) Check all that apply.

2) Circle the two most important.

____ Lack of knowledge about available programs/opportunities

____ Concern about loosing needed benefits you already receive

____ Concern about personal skills and abilities

____ Lack of interest in that kind of thing

____ Lack of funds

____ Health

____ Physical Disability

____ Child Care

____ Transportation

____ Personal Pressure

____ Other ________________

7 WHICH OF THE FOLLOWING, IF ANY, DO YOU NOW RECEIVE?

(Check as many as apply.)

____ Aid to Families with Dependent Children
____ Temporary Alimony/Support
____ Child Support
____ Social Security Benefits
____ Pension
____ Veteran's Benefits
____ Other ____________________

8 ARE YOU NOW EMPLOYED?

____ YES
- Full-time ____ or Part-time (20 or more hrs./week) ______
- What job? ____________________________________

____ NO
- How long has it been since you were employed full-time outside the home?

____ Never was
____ Less than 1 yr.
____ 1 - 3 yrs.
____ 3 - 5 yrs.
____ 5 - 7 yrs.
____ 7 - 9 yrs.
____ 10+ yrs.

9 WHICH OF THE FOLLOWING JOB AREAS PARTICULARLY INTEREST YOU?

Check all that apply.

____ Business
____ Secretarial
____ Human Services
____ Hotel Industry
____ Other ____________________________________
____ Public Service
____ Trade and Technology
____ Agriculture
____ Self-employment

10 ANYTHING ELSE?

This questionnaire is about your needs for vocational education and related services.

If there's anything we've missed, or any specific need you want to stress, please make your comments here.

The information you provide will be helpful to decision makers and key agency personnel.

Thank you for your kind cooperation.

TO RETURN QUESTIONNAIRE

1. Place in attached pre-addressed envelope (no postage required).
2. Place in nearest mailbox.

END

U.S. DEPT. OF EDUCATION

OFFICE OF EDUCATIONAL
RESEARCH AND
IMPROVEMENT (OERI)

ERIC

DATE FILMED

OCT. 1 .1986